

Excerpt from the Election Rules & Guidelines:

## **GUIDELINES FOR ELECTION OF STANDING COMMITTEES**

1. Standing Committee membership is of two types: College/Library representatives and at-large representatives. The members of the various committees serve staggered two-year terms.
2. Election and balloting for College/Library representation shall be by College/Library, or, in the case of the General Education Committee (GEC) and the Promotion and Tenure Committee (PTC), by area; and for at-large representation, by the eligible faculty.
3. The Preference Form shall ask faculty to indicate which committees they would choose to serve on and whether they would choose to represent their College/Library or the faculty at-large. Additionally, faculty will be asked to indicate whether they would be willing to serve on more than one committee and to rank their preferences (i.e., #1, #2 with #1 being the most preferred).
4. Elections for Promotion and Tenure Committee member positions must be contested (at least two candidates per seat). If there are fewer than two candidates per seat in the Spring Election, NEAC will put out a call for nominees within the first two weeks of the subsequent semester (fall semester). NEAC will conduct an election for the uncontested seats once a minimum of two candidates per open Promotion and Tenure Committee seat is secured. This special election does not require a sample ballot.
5. A person may be elected to serve on more than one committee.
6. After election results have been announced, each current committee chair shall convene a meeting of current committee members and new committee members to (a) review the year-end committee report and (b) elect a committee chair for the next academic year. Each current committee chair shall notify the Academic Senate Office of their committee's newly elected chair. The newly elected chairs (with the exception of the Promotion and Tenure Committee [PTC]) and the newly elected Academic Senate Officers will constitute the Executive Committee for the following academic year.
7. No person shall be elected chair of more than one standing committee.
8. The terms of the standing committee members rotating off the committees shall end on the last day of the Spring semester. Any business that must be addressed before the academic year ends will be conducted by the extant standing committees.
9. When vacancies arise on Standing Committees due to a faculty member being on leave or due to a faculty member's resignation, NEAC shall issue a call for a volunteer replacement to serve for the ~~remainder of the term~~ duration of that faculty member's absence. Promotion and Tenure Committee vacancies may not be filled through NEAC recommendation. These may only be filled by an election, in accordance with item 4 of the Guidelines for Election of Standing Committees.
10. Subsequent to the Spring election, NEAC will interpret those seats that remain unfilled as "Vacant". Vacant seats shall be filled by implementing the previous rule, with the exception of Promotion and Tenure Committee vacancies. These may only be filled by an election, in accordance with item 4 of the Guidelines for Election of Standing Committees.

## FACULTY SERVICE AND VOTING WHILE ON LEAVE

POLICY  
NEAC 102-96

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Effective Date:

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**I. Service****A. Leave of Absence**

Faculty members who are on any leave of absence may not serve in the Academic Senate or on university-level committees during the time of their leave. Refer to the following chart for eligibility to serve on Peer Review or Promotion and Tenure Committees:

<i>Performance Review for:</i>	<i>Must not be on leave for any part of:</i>
Retention only	Fall Semester
Retention w/ Tenure and/or Promotion	Academic Year
Tenure and/or Promotion	Academic Year
Periodic Evaluation and Post-Tenure Review	Spring Semester

During the time of their leave, faculty may run for election to the Academic Senate or a university-level committee for a term that begins after the time of their leave ends.

**B. Faculty Early Retirement Program (FERP)**

Faculty members who have a FERP appointment shall be eligible to serve on committees only during periods of active FERP employment. ~~They may not serve on Promotion and Tenure Committees, as defined in CBA Article 29.19.~~ They may serve on a Peer Review Committee during a period of inactive employment only upon the request of the department and approval of the President, as defined in CBA Article 15.35. During inactive employment periods, they may run for election to the Academic Senate or a university-level committee for a term that begins during a period of active employment.

**II. Voting**

Faculty on personal leaves of absence without pay (as defined in CBA Article 22) are ineligible to vote. Faculty members who are on any other type of leave of absence, or in a period of inactive employment for the FERP or Pre-retirement Reduction in Time Base Program (as defined in CBA Articles 23, 24, 27, 28, 29 and 30 respectively) may retain their voting rights during the time of their leave or inactive employment period. If a faculty member desires to vote while on leave or during an inactive employment period, the faculty member must furnish the Office of the Academic Senate, by the beginning of the leave or inactive employment period, an address to which the faculty member wants ballots sent. Faculty who do not exercise this option to vote will not be counted as voting members for purposes of determining whether sufficient votes have been cast to settle an election.

# Proposal for New Master of Arts in Education Option in Communicative Sciences and Disorders, and Clinical-Rehabilitative Credential in Language and Speech

## Proposed catalog description.

### Option in Communicative Sciences and Disorders with Clinical-Rehabilitative Services Credential in Language and Speech (75 units)

This Master's level program will prepare candidates for the professional practice of Speech-Language Pathology. The coursework and practicum experiences that comprise this option enable candidates to simultaneously obtain the Master of Arts in Education degree, fulfill the academic requirements for the American-Speech Language Hearing Association's membership and certification, and meet the California Commission on Teacher Credentialing requirements for obtaining the Clinical-Rehabilitative Services Credential in Language and Speech. Although Cross-Cultural, Language, and Academic Development (CLAD) competence is not a credential requirement, it is a program emphasis.

*To be admitted to this Master's Option, a candidate does not have to satisfy California subject matter competence (i.e., passage of the CSET or PRAXIS). Instead, a candidate must evidence completion of foundational coursework. Specifically, a candidate must evidence successful completion of a CCTC-approved baccalaureate-level cluster of courses in Speech and Language Sciences or Communicative Disorders. This course of study must include 27 units of upper division undergraduate subject matter in basic sciences plus an introductory course on speech-language services that includes a minimum of 25 observation hours.*

After earning this Master of Arts degree, to be licensed as a Speech-Language Pathologist in California and to obtain the Certificate of Clinical Competence (CCC) through the American Speech-Language Hearing Association, candidates must a) take and pass with a minimum score of 600 the National Examination in Speech-Language Pathology administered by the Educational Testing Service and b) complete either thirty-six (36) weeks of full-time supervised experience or seventy-two (72) weeks of part-time supervised experience. This Master's Option in Communication Sciences and Disorders prepares candidates to pass the national exam and allows candidates to complete their 36 weeks of supervised experience in partner school districts in the Cal State San Marcos service area of San Diego, Riverside, Orange, and Imperial counties. Additionally, in order to maintain state licensure and national certification, professionals must demonstrate continued professional development by accumulating professional development contact hours (these differ between states and national level and can be obtained by contacting the appropriate governing bodies).

### Additional Admission Requirements

Because this Master of Arts option leads to an initial credential and, therefore, does not require applicants to hold a valid California credential for consideration for admission, the following additional admission requirements also apply.

1. *College of Education Application Fee.* A \$25 credential application fee is due upon application to a credential program.
2. *Bachelor's Degree.* A Bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering this program option.
3. *Undergraduate Subject Matter in Basic Sciences.* Evidence of successful completion of a CCTC-approved baccalaureate-level cluster of courses in Speech and Language Sciences or Communicative Disorders. This course of study must include 27 units of upper division undergraduate subject matter in basic science/mathematics as outlined by CTC, plus an introductory course on speech-language services that includes a minimum of 25 observation hours.

- 54 4. *CBEST Examination.* Students must take the California basic Educational Skills Test (CBEST) prior to  
55 admission to the program. Students are urged to take this examination at the earliest possible time after  
56 deciding to pursue this Communication Sciences and Disorders Master's degree and Clinical-  
57 Rehabilitative Services Credential in Language and Speech. CBEST must be passed before engaging in  
58 any practicum experiences.  
59
- 60 5. *Certificate of Clearance.* Candidates must obtain a Certificate of Clearance from the Commission that  
61 verifies the candidate's personal identification prior to assuming field experience responsibilities.  
62 (Statutory basis: Education Code Section 44320(d) from the CCTC).  
63
- 64 6. *Prerequisite Courses.* Candidates must complete a minimum of 30 unit hours of a CCTC-approved  
65 baccalaureate-level sequence in Speech and Language Sciences or Communicative Disorders coursework,  
66 that includes EDSL 350 or it's equivalent and 27 additional subject matter unit hours. Prior to or  
67 concurrent with program admission, candidates also must complete EDUC 422. Prerequisite courses must  
68 be completed within five (5) years prior to beginning the Master's program, whether taken at Cal State  
69 San Marcos or taken as an equivalent course at another college or university.  
70
- 71 a) EDSL 350 – This course is an orientation to speech and language pathology as a career. Students  
72 participate in at least 25 observation hours that must be evidenced through a letter of verification  
73 through this course. Applicants from other institutions of higher education must evidence  
74 completion of an equivalent course and verify 25 observation hours through a letter of  
75 verification or an equivalent mechanism from their previous institution. Those who cannot  
76 evidence these 25 hours will be required to make up and verify the hours before engaging in any  
77 clinical practicum experiences.  
78
- 79 b) EDUC 422 – Before or concurrent with admission to the program, students must obtain  
80 competency in using a set of education-specific electronic tools by completing EDUC 422 or  
81 wavier request, and must have begun an electronic professional portfolio.  
82

83	<b>Required Master's-Level Courses</b>	
84		
85	<b>Foundation courses:</b>	
86	EDEX 602 (School Communities in a Pluralistic Society)	3 units
87	EDMX 631 (Foundations of Law, Ethics & Proc. in Special Education)	3 units
88	EDMX 632 (Technology and Communication for Special Populations)	3 units
89	EDUC 622 (Research Methods in Education)	3 units
90	EDUC 698 (Master's Thesis/Project Seminar)	<u>3 units</u>
91		<b>15 units</b>
92	<b>Practicum/Professional courses:</b>	
93	EDSL 641 (Clinical practice in SLP I): 2 <sup>nd</sup> semester	2 units
94	EDSL 641 (Clinical practice in SLP I): 4 <sup>th</sup> semester	2 units
95	EDSL 642 (Clinical practice in SLP II): 3 <sup>rd</sup> semester	4 units
96	EDSL 643 (Practicum in Audiology) : 4 <sup>th</sup> semester	2 units
97	EDSL 644 (Clinical Externship I): 5 <sup>th</sup> semester	4 units
98	EDSL 645 (Clinical Externship II: Student Teaching): 5 <sup>th</sup>	6 units
99	EDSL 651 (Professional Seminar I): semester 1	2 units
100	EDSL 652 (Professional Seminar II): semesters 2, 3, 4 (1 unit each)	<u>3 units</u>
101		
102		<b>25 units</b>
103	<b>Core content courses:</b>	
104	EDSL 661(Disorders of Articulation and Phonology)	3 units
105	EDSL 662 (Fluency Disorders)	2 units
106	EDSL 663 (Voice Disorders)	2 units
107	EDSL 664 (Motor Speech Disorders)	3 units
108	EDSL 671 (Language Disorders in Infants and Preschool Children)	3 units
109	EDSL 672 (Language Disorders in School-Age Children and Adolescents)	3 units
110	EDSL 673 (Language and Cognitive Disorders in Adults)	4 units
111		
112	EDSL 681 (Hearing Disorders)	3 units
113	EDSL 682 (Aural Rehabilitation)	3 units
114		
115	EDSL 691 (Neuroscience)	3 units
116	EDSL 692 (Dysphagia)	2 units
117	EDSL 693 (Seminar in Counseling in Communicative Disorders)	<u>4 units</u>
118		<b>35 units</b>
119		
120	<b>Program Total</b>	<b>75 units</b>

## University Curriculum Committee Report to the Senate

### **Review of the proposed new option for the Master of Arts in Education: Option in Communicative Sciences and Disorders.**

UCC has reviewed the new option for the Master of Arts in Education: Option in Communicative Sciences and Disorders (75 units).

The option will fulfill the

- California Commission on Teacher Credentialing (CCTC) requirements for **Clinical-Rehabilitative Service Credential**
- American Speech-Language Hearing Association (ASHA) requirements for **accreditation in Speech Language Pathology.**

These credentials are requirements for employment in public schools as a Speech Language Pathologist. In order to fulfill the CCTC & ASHA requirements extensive new curriculum had to be developed and the UCC came to the conclusion that the originator has successfully incorporated all requirements into the new option.

**Conclusion:** The UCC has reviewed the sequence of classes for the new option and the proposed curriculum for each of the new courses. UCC came to the conclusion that the new option is an important contribution to the curriculum of the California State University San Marcos. The ability to educate speech language pathologists is important to satisfy the needs of local schools. We thank the originator for the development of a large number of new courses and a promising curriculum for the new option. The UCC has approved the curriculum and we support the proposal.

### **BUDGET & LONG RANGE PLANNING COMMITTEE REPORT TO SENATE**

Review of Proposed Masters of Arts in Education Option in Communicative Sciences and Disorders.

The Budget and Long Range Planning Committee (BLP) has investigated and discussed the P-Form for a Masters of Arts in Education Option in Communicative Sciences and Disorders. BLP has reviewed the immediate and long range prospects for this proposed degree program option and has considered the resource implications of initiating the option. BLP submits the following analysis of the impact of this program to the Academic Senate to guide Senators in their consideration of this proposal.

**Program Demand:** The demand for an Education Option in Communicative Sciences and Disorders appears to be significant. Student placement can be in school or hospital settings and this program expects to place most students in the school setting which has a very high demand level. The program will run two cohorts of approximately 20-25 students each, with a five semester sequence of courses. A new cohort will begin in the fourth semester of the previous cohort.

**Resource Implications:** BLP's major concerns were the faculty workload with only two tenure-track faculty projected for the program start-up, student ability to take a 14-unit load in a 10-week summer session, and the cost of delivering the program in summer.

The option is a 75-unit program of study. The proposers clarified the ability to deliver the program based on the sequencing of courses, and timing of the entrance of new cohorts into the program. The overlap of cohorts [with units required in a semester] would be:

Cohort 1	F [17]	Sp [16]	Su [14]	F [15]	Sp [13]		
Cohort 2				F [17]	Sp [16]	Su [14]	F [15] ...

The 5<sup>th</sup> semester in Spring would be covered by clinical faculty, as 10 units are professional practice with oversight by Speech-Language Pathologists in school and medical settings. There is no cost associated with this supervisory task as the clinicians like the opportunity to train students and have their assistance in managing caseload. The placement function would be handled by present staff in COE, primarily for school sites at which the CoE already has existing contracts. Only the Fall semester would have a heavy course delivery demand, facilitated by adjunct coverage. A sufficient number of Ph.D. and MA level practitioners with expertise in core content courses are available in the local area so the students will have exposure to multiple instructors with a variety of perspectives.

The program is designed to meet the accreditation standards of the American Speech-Language Hearing Association (ASHA). The accreditation standards are vague regarding the ratio of tenure-track faculty, which depends on the design of the program. This would be determined after the program submitted its application for accreditation.

The heavy student workload in a 10-week summer session [14 units—9 units coursework, 5 units professional practice] are typical of comparison programs. CoE is committed to the cost of summer delivery, facilitated by the anticipated phasing out of Special Ed, level 2 which has summer sessions. The phasing out of another program also makes available faculty and staff.

Library Resources: Reference books for the initial start-up of library resources have already been funded with a \$5,600 allocation. Because it is an interdisciplinary program, library journals from other fields (e.g., cognitive science) are presently available. The CoE has committed to support projected on-going program costs that can assist in library needs.

The BLP committee would like to express our appreciation to the originators of the proposal for their collegiality and their quick responses to our many questions throughout the review process.

## EXTENDED STUDIES ROLES AND RESPONSIBILITIES

### I. INTRODUCTION

The Extended Studies program at California State University San Marcos provides increased access to undergraduate, graduate, and continuing education and thereby contributes to the lifelong learning opportunity of students and community members, and to the continued health and economy of the communities served by the university.

As an educational unit of the university, Extended Studies is subject to the regulations of the State of California, the California State University, and CSU San Marcos. This document provides guidance for implementation of the applicable regulations and covers the following types of instruction.

A. Courses that may be used to satisfy requirements for a degree awarded by the university ("university credit courses") – these include:

- 1) Special session courses: Courses listed in the university's catalog and offered in special sessions utilizing alternative times, locations, or modes of delivery. ~~(Special Sessions);~~
- 2) Contract credit/Special session courses: Courses carrying university credit, approved/established by an academic department and approved by the Academic Senate, but not listed in the university's catalog, which are designed primarily to address the needs of a specified client group or audience. ~~(Contract Credit/Special Session);~~
- 3) Open University courses: Courses offered to non-matriculated students on a space-available basis. ~~(Open University).~~

B. Courses that may not be used to satisfy requirements for a degree awarded by the university (noncredit courses) – these include, but are not limited to:

- 1) Courses which lead to certification of particular skills.
- 2) Courses intended for professional development that award continuing education units.
- 3) Courses which serve the intellectual and avocational interests of members of the community.

C. Courses that award university credit that may not be used to satisfy requirements for a degree awarded by the university (extension credit).

### II. UNIVERSITY CREDIT COURSES

A. Extended Studies courses and programs offered for university credit must have been approved by the CSUSM Academic Senate or the CSU statewide Academic Senate, the dean of Extended Studies, ~~and~~ the president or designee, and the appropriate college/library. These courses are part of the university's current curriculum, and can also be courses designated "Special Topics." The appropriate Form E or Form ET must be used to obtain the necessary approvals.



- B. Instructors who teach Extended Studies courses offered for university credit must be approved in advance and in writing by the department chair or program director of the appropriate discipline and the appropriate college/library dean each time a course is taught.
- C. Extended Studies will obtain student evaluations of each Extended Studies course offered for university credit and will provide copies to the instructor, the appropriate department chair or program director, and the appropriate college/library dean.
- D. Only non-matriculated students may enroll in courses available through the Extended Studies Open University program. Students who have been disenrolled from the university may enroll in Open University courses only with the prior permission of Enrollment Services and course instructor.~~Both matriculated and non-matriculated students, except those who are disenrolled from the university, may enroll in courses available through the Extended Studies Open University program.~~

### III. COURSES OFFERED WITH NON-DEGREE UNIVERSITY CREDIT

- A. Extension credit provides non-degree units and allows CSUSM to offer a wider array of credit courses to a larger audience and have these units appear on a CSU transcript. These are typically professional advancement courses that are credit worthy, but not applicable to a degree or part of the standard CSUSM curriculum. These courses are developed to meet special needs of particular groups or communities, e.g. K-12 teachers; the extension credit that they confer denotes an investment of time and accomplishment comparable to that required in established university courses.
- B. Courses that ~~would~~ carry extension credit ~~would be~~ are numbered in a series ~~outside of the current other than those used for university~~ degree courses, ~~perhaps an 800/900/1000 series,~~ and carry the prefix of the corresponding CSUSM department. Extension credit courses ~~would be~~ are not ~~be~~ listed in the academic catalog.
- C. All such courses and instructors ~~would~~ require the review and approval of the corresponding college/department, in a manner similar to ~~what that which~~ special session and/or special topics courses require.

### IV. COURSES OFFERED WITHOUT UNIVERSITY DEGREE CREDIT

- A. Extended Studies courses offered without CSU San Marcos degree credit may award continuing education units, certification of particular skills, or certificates of completion.
1. ~~1.~~ Documents attesting these awards must clearly specify the nature of the award in order to avoid confusion with award of a degree.
- B. Extended Studies courses offered without CSU San Marcos degree credit are subject to the approval of the dean of Extended Studies and the president or designee but are not subject to approval by the CSUSM Academic Senate.
1. When planning a course or program without CSU San Marcos degree credit, Extended Studies shall inform the deans of the appropriate colleges/library, who

shall notify the faculty of the appropriate disciplines. The communication shall specify the course or program's:

- ~~a1)~~ purpose;
- ~~b2)~~ intended audience;
- ~~c3)~~ content;
- ~~d4)~~ instructor qualifications; and
- ~~e5)~~ sites and facilities.

2. Each time it offers a course without CSU San Marcos degree credit, Extended Studies shall consider:

- ~~a1)~~ the appropriateness of intended sites and facilities;
- ~~b2)~~ the qualifications, teaching interests, and availability of CSU San Marcos faculty members in the appropriate disciplines; and
- ~~c3)~~ the qualifications, teaching interests, and availability of lecturers for the course.

3. Extended Studies will contract directly with instructors of courses offered without CSU San Marcos degree credit.

4. Extended Studies will obtain student evaluations of each Extended Studies course offered without CSU San Marcos degree credit and will provide copies to the instructor. Evaluations will be retained for three years and will be available for inspection by the dean of Extended Studies and other university personnel in accordance with applicable campus policies.

## V. REVIEW AND EVALUATION

- A. The dean of Extended Studies will provide by September of each year to the Provost and Chair of the Academic Senate a report of the progress of Extended Studies, including an overview of the types of courses and programs offered, enrollment data, their collaboration with academic departments, locations of where the courses or programs were held, and an assessment of the success of these programs in meeting the unit's goals and objectives. This report will provide an assessment of the prior fiscal year's activities and a self-evaluation which addresses
- 1. the quality of the Extended Studies programs and courses;
  - 2. the adequacy of the curriculum in meeting the needs of students and the community; and
  - 3. the adequacy of the sites and facilities used.

- B. As a way to seek the active collaboration and consultation of the Academic Senate in course and program planning and evaluation, Extended Studies will include at least one Senate-appointed faculty member from each college and one from the Library to serve on its Advisory Council. The dean of Extended Studies will provide a report of courses and programs to the CSUSM Academic Senate's Academic Policy Committee (APC) and the provost and vice president for Academic Affairs annually by the end of the first week of March. The report will include information on:

- 1) programs offered and their location;
- 2) enrollment data;

- ~~3) new programs and/or initiatives being planned for the next year;~~
- ~~4) programs being deleted from offerings;~~
- ~~5) a summary assessment of Extended Studies' attainment of its objectives in support of its mission; and~~
- ~~6) other information as requested.~~

~~B. The Academic Policy Committee of the Academic Senate (APC) shall review the report of the dean of Extended Studies and prepare an evaluation of the Extended Studies program with recommendations which will be provided to the provost and vice president for Academic Affairs and to the Academic Senate as an information item at its first April meeting. The evaluation may consider such questions as:~~

- ~~1) the quality of the Extended Studies programs and courses;~~
- ~~2) the adequacy of the curriculum in meeting the needs of students and the community; and~~
- ~~3) the adequacy of the sites and facilities used.~~

## Minor in Visual Arts

The Visual Arts Minor is designed for students with a special interest in the visual arts who are not able to make the full commitment to the major (see the Visual Arts Option in the Visual and Performing Arts Major). The minor will provide students with a strong background in visual arts including theory, history and studio practice. Students will complete a select series of courses that will offer them an overview of historical and current practices in art, intermediate skills in studio art, and basic skills in new technologies.

### Requirements

Note: Courses used to satisfy requirements of the Minor may also be used to fulfill GE requirements. Students may apply up to nine units of transfer credit toward the Minor. Students must earn a grade of C or better in each course for the Minor.

Required courses:	Units
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VSAR 120	3
VSAR 130	3
VSAR 302	3
VSAR 131	3
VSAR 110	3

<b>Critical/Theoretical Study</b>	<b>3</b>
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*Select one:*

VSAR 307  
VSAR 320  
VSAR 322  
VSAR 323  
VSAR 324  
VSAR 326  
VSAR 327  
VSAR 405  
VSAR 420  
VSAR 423

<b>Upper-Division Studio</b>	<b>3</b>
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*Select one:*

VSAR 301  
VSAR 303  
VSAR 305  
VSAR 306  
VSAR 309  
VSAR 310  
VSAR 311  
VSAR 312  
VSAR 393  
VSAR 404  
VSAR 406

<b>Total Units</b>	<b>21</b>
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52                                    **University Curriculum Committee Report to the Senate**  
53

54    **Voting Members:**     Robert Aboolian, Annette Daoud, Jule Gomez de Garcia, Gabriela  
55                                    Sonntag, Kara Witzke, Olaf Hansen

56    **Ex-officio Members:** David Barsky, Virginia Mann  
57

58    **Review of the proposed Minor in Visual Arts**

59    The University Curriculum Committee (UCC) has reviewed the P-Form for the proposed Minor  
60    in Visual Arts. The proposed minor requires 21 units and combines existing courses of the  
61    Department of Visual and Performing Arts into a new minor. It will give students an option to  
62    concentrate their studies in this field without the necessity to pursue a major in the field of Visual  
63    and Performing Arts.  
64

65    **Conclusion:** UCC has reviewed the proposed curriculum for the new minor and approved the  
66    proposed combination of courses. The UCC has the opinion the new minor is a valuable addition  
67    to the existing programs offered by the Department of Visual and Performing Arts.

## STUDENT GRADE APPEALS POLICY

### I. Preamble

The Cal State San Marcos Student Grade Appeal Policy acknowledges the rights of students and faculty as expressed in "Joint Statement of Rights and Freedoms of Students" drafted by the American Association of University Professors, the United States National Student Association, the Association of American Colleges, the National Association of Student Personnel Administrators, and National Association of Women Deans and Counselors in 1967, the rights of all members of the campus as outlined in the Cal State San Marcos Academic Freedom Statement, the Cal State San Marcos Interim Student Rights and Responsibilities Policy and of faculty as expressed in Executive Order 792. Executive Order 792, p.5 states that "faculty have the sole right and responsibility to provide careful evaluation and timely assignment of appropriate grades" and that, "in the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final." ~~(p. 5).~~

### II. Purpose

The purpose of the Student Grade Appeal Policy and Procedures shall be to enable students to seek redress of complaints about grades (hereafter referred to as "grade appeals). A grade appeal arises when circumstances prevent assignment of an earned grade or cause an assigned grade to be questioned by a student based on the criteria in Section VI C 1. (b) herein. ~~This procedure shall also be available for the resolution of grade appeals alleging inappropriate application to the student of any other rules or policies of CSU San Marcos.~~

### III. Terms and Definitions

Throughout this document, the words, "shall," "will," and "must" refer to mandatory (required) actions. The words, "may" and "should" refer to discretionary actions (i.e., recommended or voluntary, but not required). The word "dean" refers to the dean or his/her designee. The word "principals" refers to the student appellant and the instructor respondent.

### IV. Jurisdiction

This policy applies solely to students' appeals of assigned grades. Separate grievance policies and procedures have been established for discrimination and harassment grievances. Students wishing to initiate a grievance against an administrator, faculty or staff member because of discrimination on the basis of sex, race, color, national origin, age, disability, veteran status, religion, or sexual orientation are advised to obtain written instructions on the filing of such grievances from the Office of Human Resources and Equal Opportunity or the Office of the Dean of Students.

Separate policies and guidelines also exist for complaints involving Greek social service organizations or individual members of a Greek Organization. These policies and guidelines may be found in the Greek Handbook available in the Office of Student and Residential Life

### ~~IV.~~ V. Membership

#### A. Committee Structure

Membership of the Student Grade Appeals Committee (SGAC) shall consist of:

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~~<sup>1</sup> Moved to Section V.B. ("Formal Process")~~

- Three students (two undergraduate, one graduate) and three student alternates to be named under procedures established by the Associated Students Incorporated. Students serving on this committee must be regular students in good standing, as determined under the same regulations imposed for Associated Student council members.
- Four faculty members and four faculty member alternates selected by the Academic Senate. All faculty members of the committee and all of the faculty alternates must hold tenured appointments.
- The Chair shall be elected yearly from the faculty membership of the committee.

B. Chair's Duties

The Chair is non-voting except in cases of a tied vote. The Chair shall be the administrative officer of the committee. The duties of the office shall include arranging for appropriate times and places of committee meetings and hearings; informing committee members of the times and places of committee meetings and hearings; informing in writing all interested parties of the times and places of committee meetings or hearings which they are requested to attend and supplying them with a statement of alleged grievances; informing all other interested parties that an appeal is pending; securing and distributing to the committee written material appropriate for its consideration; arranging for the recording of committee proceedings; maintaining committee records; and informing in writing all interested parties of the recommendations of the committee.

C. Service of Alternates

Alternates shall be called upon as necessary to fill permanent or temporary vacancies (see ~~Section IV-C~~ V E, "Vacancies."). Alternates shall serve on the committee as full voting members for grade appeal grievances.

D. Terms of Service and Continuation

The term of service on the Student Grade Appeals Committee shall run from June 1 to May 31. All committee members/ alternates shall serve two year staggered terms, from June to May, except for students who shall serve one year terms. Committee members may serve consecutive terms of service.

The members who begin hearing an appeal shall continue as a panel for that appeal until it reaches resolution, unless a member is unable to continue or is no longer eligible to serve. In the event that a particular grade appeal extends beyond May 31, the members hearing that particular grade appeal shall continue with that appeal until the committee's decision is rendered.

E. Vacancies

1. Permanent vacancies - When a permanent vacancy on the committee occurs mid-term, the Chair of the committee shall request a replacement by one of the alternates from the same constituency (students or faculty) as the original member. The replacement shall have full voting rights for the remaining term of office of the original committee member.
2. Temporary vacancies - If a member of the committee is from the same immediate department or program or has a close personal relationship with the student making the appeal, that member shall not participate in the appeal process for that specific grievance. When, for good cause, a committee member cannot consider a particular grade appeal, or if the committee identifies a conflict of interest, an alternate, with full voting rights, shall be appointed to serve in his/her place for the specific grievance. The Chair of the

committee shall request a temporary replacement by one of the alternates of the same constituency (students or faculty) as the original member. In addition, a student shall have the right to have one member of the committee replaced with an alternate member for any reason within two calendar days prior to the committee's first review of the appeal. The alternate member shall be selected by the Chair of the committee.

F. Quorum and Voting

The quorum for policy matters and organization meetings of the grade appeals committee shall be two-thirds of the number of filled seats on the committee. The SGAC majority for grade appeals shall require at least two faculty members voting in the majority employing distinct ballot forms for faculty and student members. Only members of the committee who have reviewed the documents submitted and heard all testimony elicited during the hearing on a grade appeal may vote on the grade appeal. Alternates do not vote on grade appeals unless taking the place of the primary member ~~representing their decision~~.

G. Confidentiality

To protect all parties involved, all participants shall maintain confidentiality to the maximum extent possible at every level of the appeal process. A breach of confidentiality is a breach of ethics, code of conduct, and FERPA.

No member of the committee shall discuss personal and/or pertinent information relating to a specific grade appeal with any persons who are non-committee members except at the request of the committee as part of the hearing processes defined in this document. This shall not preclude notification of proper authorities by the Student Grade Appeal Committee in the event that the committee perceives the safety of any person or property to be in jeopardy.

No member of the committee shall discuss personal and/or pertinent information relating to a specific grievance with any of the principals throughout the course of the investigation and following the recommendation of the committee except at the request of the committee and/or at a hearing.

Communication Guidelines: All written documentation and recommendations relating to individual grade appeals shall be marked and handled "confidential," and are only for the use of those directly involved in the grade appeal (interested parties). All documents, tapes, etc., relevant to an individual grade appeal shall be appropriately maintained for three years in locked file drawers located in the Academic Senate Office and then shredded. Members of the committee shall not discuss the facts of any grade appeal through electronic mail.

¶. VI. Grade Appeal Process

Information and assistance for students who wish to avail themselves of the grade appeal process may obtain information and assistance from the Office of the Dean of Students or from the Associated Students Peer Advisor Program. Consultants may assist with:

- 1) defining the basis of the appeal using the criteria specified in this procedure;
- 2) explaining the options available to the student for resolving the grade dispute;
- 3) suggesting steps toward informal resolution;
- 4) completing the grade appeal form (advice and critique) and compiling supporting documentation.

Consultants are expressly prohibited from writing students' grade appeals or supporting documentation.

A. Informal Process Deadlines



The deadlines for completing the informal appeal process shall be as follows:

<b>For courses taken during:</b>	<b>Deadline for completion:</b>
Previous fall semester	March 15
Previous spring and summer semester	October 15

A good faith effort to settle a dispute must be made before filing a formal grade appeal. Even after an appeal is filed, efforts to resolve the dispute by informal means should continue.

In order to seek resolution before the formal grade appeal filing deadline, students should begin the informal resolution process as soon as possible. Any grade appeal policy and procedure of a college or department is considered part of the informal process, and falls within the time restrictions as discussed in Step 1 through Step 3, below.

**B. Informal Resolution Process**

The informal process consists of three steps. In order to file a formal appeal, the student shall be required to submit a log of contacts, appointments (both requested and granted), and outcomes documenting his or her attempts to achieve informal resolution at each step.

1. Step 1: The student must consult with the faculty member(s) involved to try to reach an agreement. If the faculty member does not respond or if the student is unable to reach agreement in a reasonable length of time, keeping in mind the filing deadline, then the student shall proceed to step 2.
2. Step 2: The student shall consult with the person at the next level of supervision if Step 1 does not result in a satisfactory agreement. If the parties do not respond or reach agreement in a reasonable length of time, the student shall proceed to step 3.
3. Step 3: The process shall continue at the level of dean, or the administrative director of equivalent rank. If the dean does not respond or an agreement is not reached and the student wishes to pursue the appeal process, the student shall file a formal grade appeal.

NOTE: Grade appeals involving administrators who have served as the instructor for the course should be directed to the Student Grade Appeals Committee after Step 1.

**C. Formal Process**

If a student decides to file a formal grade appeal, the grade appeal must be postmarked or stamped as received by the University's Academic Senate Office no later than March 15 (for courses taken during the previous Fall semester) or October 15 (for Spring and Summer semesters). In the event of extenuating circumstances, the Provost or designee shall be able to waive the deadline.

1. Basic Guidelines for Grade Appeals
  - a. The SGAC presumes that grades assigned are correct. It is the responsibility of the student appealing an assigned grade to demonstrate otherwise. (See CSU Exec Order 792, p.5)
  - b. Students may only appeal grade assignments on at least one of the following bases:
    - 1) an instructor refuses to (or cannot) assign a grade; or

- 211 2) the instructor is not available to review possible computational error; or  
212 3) the student believes the grade assigned is inequitable or capricious,  
213 unreflective of course performance, or inconsistent with other grade  
214 assignments in the course.  
215  
216 c. The SGAC shall decide that a ~~only recommend~~ grade reevaluation is necessary  
217 only changes when a preponderance of the evidence supports the student's claim  
218 that the grade was improperly assigned, based on appeal grounds listed in  
219 paragraph (b), above.  
220  
221 d. The burden of proof shall lie with the student.  
222

223 2. How to File  
224

225 Where informal resolution fails, the student may file a formal grade appeal in writing to  
226 the Student Grade Appeals Committee (SGAC), stating the specific allegations and the  
227 desired remedy, accompanied by available documentary evidence. The grade appeal  
228 must be submitted by completing the Formal Notice of Student Grade Appeal form  
229 (Appendix A). Students may obtain a formal grade appeal form at the following  
230 locations:  
231

232 Office of Associated Students Incorporated  
233 Office of the Dean of Students  
234

235 3. Filing Deadline  
236

237 The written grade appeal must be postmarked or stamped as received no later than March  
238 15 for the prior fall session or October 15 for the prior Spring/Summer session. In the  
239 event of extenuating circumstances, the Provost or designee shall be able to waive the  
240 deadline.  
241

242 4. Withdrawal and Termination of Formal Process  
243

244 A student has the right to withdraw his/her grade appeal at any stage of the proceedings,  
245 in which case the proceedings shall terminate immediately. Efforts to resolve the dispute  
246 by informal means may continue throughout the formal process. Written notification by  
247 the complainant to the Student Grade Appeals Committee is required to terminate the  
248 proceedings. The Student Grade Appeals Committee address is:  
249

250 Student Grade Appeals Committee  
251 c/o Academic Senate Office  
252 Cal State San Marcos  
253 San Marcos, CA 92096-0001  
254

255 5. Preliminary Screening  
256

257 Upon receipt of the written grade appeal, the Chair of the Student Grade Appeal  
258 Committee will review the grade appeal to determine if:  
259

- 260 1) the Student Grade Appeals Committee has jurisdiction (See Sections II  
261 "Purpose" and IV "Jurisdiction" ~~page 1.~~); and  
262 2) the filing deadline has been met; and  
263 3) the informal process, steps 1 through 3, has been completed.  
264

If the above conditions have not been met, the Chair of the Student Grade Appeals Committee shall respond in writing to the complainant stating which condition(s) has not been met and terminating the appeal.

If the above conditions have been met, the Chair shall send written notice of receipt of a grade appeal within seven (7) calendar days to all parties involved in the informal process. The Chair shall also provide the instructor (the person responsible for assigning the student's grade) with a complete copy of documents submitted by the student, and request that the instructor provide a written response and relevant documentation, including the course syllabus and grade roster, to the committee within ten (10) calendar days.

If the instructor identified in the appeal cannot be contacted through reasonable efforts because he/she is no longer in residence or is on leave or vacation, the committee shall provide an additional notification period not exceeding one semester. If the instructor cannot be contacted by the end of one semester it is the responsibility of other qualified faculty to review the grade (CSU Executive Order 792, p.5).

#### 6. Consideration of Grade Appeals

Upon review of documentation from the instructor and the student, the committee Chair shall establish and distribute to the principals a timeline for resolution of the appeal. If additional information is needed, the committee shall use appropriate means to collect relevant data. Any party within the University community who is contacted by the Student Grade Appeals Committee Chair for information relevant to a specific appeal shall cooperate and provide full disclosure of information. This may include, but is not limited to, requesting that the instructor(s) provide academic records such as grade roster, graded materials in his/her possession and other documents such as syllabi and assignments that may be pertinent to the appeal.

The SGAC may establish and consult with a panel of 2-3 faculty members knowledgeable about grading practices, teaching strategies, or classroom management. This panel of experts shall include at least one individual from the general academic discipline or area of the course in which the disputed grade(s) occurred.

- a. The SGAC shall select the panel from a pool of faculty willing to serve as consultants, submitted by the chairs, program directors, or center directors of appropriate academic units.
- b. The panel shall not include a faculty member objected to by either the student or faculty member involved in the dispute.
- c. The SGAC shall make its recommendation in the grade appeal based on information received during its fact-finding, including information provided by the panel of faculty.

#### 7. Hearing Process

The committee shall attempt to make its recommendation on the basis of the documentation provided by the student, the instructor, and any other parties from whom it has requested information. If, by a majority vote, the committee determines a need for a hearing, the hearing process will proceed as follows:

- The committee shall determine who will be involved in the hearing process.

- The committee may seek advice from a "panel of experts" from the appropriate area as noted above.
- The committee may invite persons having information related to the grade appeal to testify in the hearing.

The committee Chair shall reserve the appropriate facility and notify all parties involved of the hearing date(s) and location.

The hearing shall be conducted according to the following standards:

- The hearing is a fact-finding/information gathering proceeding, not a judicial process.
- There shall be no confrontation or cross-examination of witnesses by instructor and the student.
- Only the committee and those currently providing information shall be present during that portion of the hearing.
- The Chair shall preside at the hearing.
- Only the committee members, including the Chair, shall ask questions.
- All hearings will be tape-recorded. Tape recordings will be available for review by the student, the instructor, and committee members in a specially supervised place. Recordings of hearings shall only be copied for Student Grade Appeal Committee record-keeping purposes.

Once all information has been received, including information obtained through hearings, the committee will issue a recommendation.

#### 8. Recommendation

The SGAC shall ~~recommend~~ arrive at one of the following two ~~recommendation conclusions~~ (a) or (b): ~~courses of action: that~~

(a) the student did not prove compelling reasons, that either (1) an instructor refuses to (or cannot) assign a grade, or (2) the instructor is not available to review possible computational error, or (3) the grade assigned is inequitable or capricious, unreflective of course performance, or inconsistent with other grade assignments in the course, such as instructor or clerical error, prejudice or capriciousness; consequently, the original grade assigned was appropriate, the original grade assigned by the instructor of record is to be considered final ~~the original grade was properly assigned and should therefore remain on the student's record, or~~

(b) the evidence of the case indicates that the original grade was improperly assigned and the student's work should therefore be reevaluated. ~~The committee shall not evaluate the student's performance nor shall it recommend a new grade.~~

~~The SGAC recommendation shall go to the instructor of record, the student, the instructor's Department Chair or Program Director, the Dean of the college offering the course, the Provost and the Office of Enrollment Services if a grade change is recommended. The recommendation will be transmitted within twenty-one calendar days of the completion of the committee's information gathering procedures.~~

If a reevaluation of the grade change is recommended the ~~recommendation decision~~, the SGAC shall communicate the decision to the instructor of record and the Dean of the corresponding College within seven days after arriving at the decision.

The instructor of record shall promptly notify the Student Grade Appeals Committee of the course of action taken and a justification. This notification shall be received by the SGAC in writing within fourteen calendar days from the date on the letter from the SGAC that informed the instructor of record of the SGAC decision.

If there is no report from the instructor within the stipulated timeframe or if the SGAC, upon reviewing the instructor's report, learns that the instructor of record has not reevaluated the student's work appropriately, then the SGAC will refer to CSU Executive Order 792, p. 5 that specifies that:

*"If the instructor of record does not assign a grade, or if he/she does not change an assigned grade when the necessity to do so has been established by appropriate campus procedure, -") (i.e. SGAC recommendation, " it is the responsibility of other qualified faculty to do so."*

Executive Order 792 further specifies that " *"Qualified faculty" means one or more persons with academic training comparable to the instructor of record who are presently on the faculty at*" Cal State San Marcos. The Dean of the corresponding College shall appoint the qualified faculty to do so.

Once the process is completed the SGAC recommendation and subsequent action, if any, shall go be communicated to the instructor of record, the student, the instructor's Department Chair or Program Director, the Dean of the college offering the course, and the Provost. and In addition, the SGAC decision and subsequent action, if any, shall go be communicated to the Office of Enrollment Services if a grade change results. is recommended. The recommendation This information will be transmitted within twenty-one fourteen calendar days of the completion of the committee's information gathering procedures. end of the process.

The final decision at the end of this process shall not be subject to appeal.

#### VI. VII. Annual Reports

The SGAC Chair shall report to the President of Cal State San Marcos and Academic Senate by September 1 the number and disposition of cases heard the previous academic year. (See CSU Exec Order 792, p.7).

#### VI.VIII. Revisions to the Student Grade Appeal Policy and Procedure

The Student Grade Appeals Committee, through a recommendation to the Executive Committee of the Academic Senate, may initiate revisions to the Student Grade Appeals Policy and Procedures.

## GRANT PROPOSAL SEED MONEY POLICY

### Definition

Grant Proposal Seed Money (GPSM) Funds have been earmarked by the Provost to provide support for faculty to develop proposals for external funding. Currently GPSM funds are provided through the annual indirect cost allocations from Foundation. The funds are designed to assist faculty in such activities as:

- Refining ideas
- Creating plans and designs
- Trying out methodologies
- Collecting preliminary data
- Conducting pilot or preliminary activities

Reworking “near miss” grant proposals that received encouraging review but weren’t funded

Proposal areas may include research, scholarly activities, and/or pedagogy. Normally, up to a total of \$1,000 may be requested. This may be used for supplies, equipment, travel, stipends, student assistants, grant writing assistance, or other needs associated with proposal development.

### Authority

The president of the university.

### Scope

GPSM funds are designed to assist faculty in such activities as:

- Refining ideas
- Creating plans and designs
- Trying out methodologies
- Collecting preliminary data
- Conducting pilot or preliminary activities
- Reworking “near miss” grant proposals that received encouraging review but were not funded
- Seeking fellowships
- Promoting collaboration

Proposal areas may include research, scholarly activities, and/or pedagogy. Normally, up to a total of \$1,000 may be requested. The funds may be used for supplies, equipment, travel, stipends, student assistants, grant writing assistance, or other needs associated with proposal development.

All CSUSM tenure-track Unit 3 employees may apply.

### I. ELIGIBILITY:

All CSUSM temporary and tenure-track (probationary and tenured) Unit 3 employees may apply.

### II. PURPOSE:

~~These GPSM funds have been earmarked by the Provost to provide support for faculty to develop proposals for external funding. Currently GPSM funds are provided through the annual indirect cost allocations from Foundation. The funds are designed to assist faculty in such activities as:~~

- ~~•refining ideas~~
- ~~•creating plans and designs~~
- ~~•trying out methodologies~~
- ~~•collecting preliminary data~~
- ~~•conducting pilot or preliminary activities~~
- ~~•reworking “near miss” grant proposals that received encouraging review but weren’t funded.~~

~~Proposal areas may include research, scholarly activities, creative activities, and/or pedagogy. Normally, up to a total of \$1,000 may be requested. This may be used for supplies, equipment, travel, stipends, student assistants, grant writing assistance, or other needs associated with proposal development.~~

### III. PROCESS:

Applications will be reviewed ~~throughout the year. ‘round on a monthly cycle.~~ The Associate Vice President for Research (AVPR) will invite at least three faculty from different disciplines each semester who are among CSUSM’s most active grant writers to evaluate the applications. This group will evaluate the seed fund requests based on the estimated judged probability that the project will lead to a submitted proposal~~be successful in obtaining external funding.~~ The recommended proposals will be forwarded to the ~~Associate Vice President for Research~~AVPR. Requests may be fully or partially funded in order to seed a variety of projects.

The proposal process is administered by ~~the the Associate Vice President for Research~~AVPR; the awards process is administered jointly by the Office of ~~Graduate Studies & Research and Sponsored Projects, in Academic Affairs,~~ and the CSUSM Foundation. Expenditures should be made in accordance with the proposal budget and observe Foundation and University policies and procedures. Funds should be spent within one year of the award announcement. Extensions may be granted at the discretion of the AVPR. A final report to the AVPR will document how GPSM awards were spent. In the case where an external grant application was submitted, a notification of submission shall be received as the report, and will include a copy of the proposal for external funding on which the GPSM request was based

### IV. APPLICATION REQUIREMENTS~~How to apply:~~

~~An electronic copy The initial announcement of the GPSM program is distributed via hard copy memo (including application form) to all faculty mailboxes at the beginning of each semester. Copies of the application may also be found on the web at [www.csusm.edu/research/](http://www.csusm.edu/research/).~~

The application must include the following information:

1. Describe-A description of the specific activity/ies for which you are the applicant is requesting GPSM funds.

89 2. ~~Provide~~ A budget showing how the GPSM funds will be spent.

90 3. ~~Provide~~ A proposal development timeline for the externally funded project

91 4. A description of the anticipated externally funded project and possible funding sources:

92 a. A brief (1 page max) description of the project for which ~~you~~ the applicant plans to request  
93 external funds, and how this seed money will enhance ~~your~~ the applicant's ability to attain  
94 external funds.

95 b. A list of the agency/ies) to which ~~you~~ the applicant plans to submit proposal(s). Attach A  
96 copy of the RFP or prospectus **should be attached**.

97 c. ~~Describe~~ A description of the length of proposed project and approximate amount of funds  
98 ~~you~~ the applicant anticipates requesting and their use.

99 d. ~~Briefly describe~~ A brief description of ~~your~~ the applicant's prior experience in submitting  
100 proposals for external funding and funding successes and/or consultation that ~~you~~ the  
101 applicant will seek in development of the grant proposal.

102 Additional guidelines:

103 1. Application page limit (4 pages or less).

104 2. Proposals will normally be reviewed within two weeks of receipt.

105 ~~Submit Applications~~ **should be submitted** electronically to the Office of Graduate Studies and  
106 Research. For any questions, the applicant can call extension 4066.



107  
108 **GRANT PROPOSAL SEED MONEY (GPSM) APPLICATION FORM**  
109

110 Proposal title \_\_\_\_\_  
111

112 Submitted by \_\_\_\_\_ Date \_\_\_\_\_  
113

114 Total seed money requested \$ \_\_\_\_\_  
115

---

116  
117 **Grant proposal activities to be supported with the seed money:**  
118

119 1. Describe the activity/ies for which you are requesting seed money. Normally up to a total of \$1,000 may  
120 be requested, to be used for supplies, equipment, travel, stipends, student assistants, grant writing  
121 assistance, or other needs associated with proposal development.  
122

123 2. Provide a budget showing how the funds will be spent

124 a. Note that stipends are taxable income

125 b. Student assistant requests must include payroll taxes

126 c. Grant writer funds must normally request temporary employee salary plus benefits and tax  
127

128 3. Provide a proposal development timeline for the externally funded project  
129

130 **Externally funded project description:**  
131

132 1. Please provide a brief (1 page max) description of the project for which you plan to request external  
133 funds, and how this seed money will enhance your ability to attain external funds.  
134

135 2. List the agency/ies to which you plan to submit proposal(s). Attach a copy of the RFP or prospectus.  
136

137 3. Describe the length of project you'll propose and approximate amount of funds you anticipate  
138 requesting and their use.  
139

140 4. Briefly describe your prior experience in submitting proposals for external funding and funding  
141 successes and/or consultation that you will seek in development of the grant proposal.  
142

143 **Additional guidelines:**  
144

145 1. Application page limit (4 pages or less):

146 2. Proposals received by the first day of each month will normally be reviewed within two weeks of  
147 receipt.  
148

149 An electronic application can be found at: [www.esusm.edu/research/](http://www.esusm.edu/research/)  
150

151 Submit applications to Pat Worden, Office of Research and Sponsored Projects, CRA 5215. If you have any  
152 questions, call X4066 or e-mail [pworden@esusm.edu](mailto:pworden@esusm.edu).

1           **Resolution on Airing the Emergency Preparedness Video in Classrooms**  
2  
3

4   WHEREAS, History has demonstrated that emergencies of any nature may strike the  
5   campus and environs at any time; and  
6

7   WHEREAS, CSUSM students are unlikely to be aware of the campus emergency  
8   management plan; and  
9

10   WHEREAS, A six-minute “Emergency Management Video” has been produced to  
11   educate to the campus community regarding emergency preparedness, and is available at  
12   the campus Emergency Planning office website: [www.csusm.edu/ep/](http://www.csusm.edu/ep/); now, therefore, be  
13   it  
14

15   RESOLVED, That the Academic Senate of Cal State San Marcos encourages faculty to  
16   show the campus emergency preparedness video in classrooms on the first day of classes  
17   or as early in the term as practicable.

1                   **Resolution Endorsing AS-2779-06: Library Resource Needs**  
2                   **for All Undergraduate and Graduate Programs**  
3  
4

5   RESOLVED, That the CSU San Marcos Academic Senate endorses Academic Senate CSU  
6   resolution AS-2779-06, attached; and be it further  
7

8   RESOLVED, That the CSUSM Academic Senate Office shall forward a copy of this resolution  
9   to the ASCSU.

**Library Resource Needs For All Undergraduate and Graduate Programs**

- RESOLVED: That the Academic Senate of the California State University (CSU) reaffirm its ongoing concern expressed within *The California State University at the Beginning of 21st Century: Meeting the needs of the People of California* Report of 2001 about lagging funds for library resources in support of all programs and disciplines; and be it further
- RESOLVED: That the Academic Senate CSU urge the Chancellor and campus presidents to seek increased funding to restore and improve print, electronic and other collections; and be it further
- RESOLVED: That the Academic Senate CSU urge the Chancellor and campus presidents to seek increased funding to restore and improve student-librarian ratios consistent with or superior to libraries of CPEC comparison institutions and to address the state and national challenge of improving information competency; and be it further
- RESOLVED: That the Academic Senate CSU acknowledge the CSU's recent inclusion of library resource needs within short or long-term annual budget categories and urge a higher priority for these needs; and be it further
- RESOLVED: That the Academic Senate CSU urge the Chancellor's Office to collaborate with the Academic Senate CSU to advocate with the Legislature for restoration of the \$350,000 removed by the Governor from the CSU's proposed \$2.5 million line item increase for libraries in the 2007-08 budget, and be it further
- RESOLVED: That the Academic Senate CSU send copies of this resolution to the Chancellor, the Board of Trustees, campus presidents and provosts, the Council of Library Directors, and campus faculty senates.
- RATIONALE: *The Academic Senate CSU 21st Century report from 2001 outlined various unmet core and support needs at that time and from many years prior as well as the deleterious effects on CSU educational quality in the future of not restoring and augmenting the pertinent resource budgets. Library funding shortfalls received due attention as a component of this report, and the situation has generally deteriorated in the five or more years since. CSU libraries and librarians have experienced greater difficulties in giving quality support to faculty and students from undergraduate and graduate programs across all departments and disciplines. Higher inflation rates for print and online research materials have damaged purchasing power along with static or otherwise insufficient collection funding. From 1972 until 2004, CSU Statistical Abstracts show a 39.5% decline in systemwide and campus expenditures for libraries when adjusted for inflation. In 2002 the NCES Academic Library Survey listed total CSU library expenditures per FTES at an average of \$356, or 42% below the \$619 figure for a group of 14 CPEC libraries. Again during the 1972-2004 period, overall CSU library staffing decreased 53%. As of 2002 the NCES Academic Library Survey reports that our librarian/professional staff per 1000 FTES stood at 1.36 or 57% lower than at CPEC libraries. Since the 1970's and since our 2001 21st Century Report, the CSU overall has certainly experienced enrollment growth in numbers and percentages that we might represent as almost the 180-degree opposite of the library support declines outlined herein. While publication formats may have evolved considerably over these decades, the need for traditional materials has not disappeared in many disciplines even as efficient-but-expensive newer modes have grown popular in other subject areas. Furthermore, in many ways the rich proliferation of research sources old and new has greatly magnified the dire social need for librarians and colleagues to manage better our information resources and more effectively teach their best critical use.*

**APPROVED UNANIMOUSLY – January 18-19, 2007**

**Resolution on  
Senate Representatives and University Service during Possible Job Actions**

WHEREAS, The faculty of California State University San Marcos may be asked by the California Faculty Association to participate in job actions in support of a new Collective Bargaining Agreement between the California Faculty Association and the Trustees of the California State University; and,

WHEREAS, The Executive Committee of the Academic Senate, CSUSM, has voted to suspend its operations during any such job action; and,

WHEREAS, Many faculty members have been appointed to university committees, task forces, steering committees, etc., by the Academic Senate of California State University San Marcos and are therefore representatives of the faculty and the Academic Senate; now, therefore, be it

RESOLVED, That the Executive Committee of the Academic Senate CSUSM recommends to all faculty members who have been appointed by the Academic Senate CSUSM to university committees, task forces, steering committees, etc., that they honor the Executive Committee's decision and suspend their service during any possible job actions; and be it further

RESOLVED, That the Executive Committee of the Academic Senate CSUSM communicate this resolution to all faculty members, to the President and the President's Executive Council, and to the San Marcos Chapter of the California Faculty Association.

**Resolution on Professional Conduct during Possible Job Actions**

WHEREAS, The faculty of California State University San Marcos may be asked by the California Faculty Association to participate in job actions in support of a new Collective Bargaining Agreement between the California Faculty Association and the Trustees of the California State University; and,

WHEREAS, The Executive Committee of the Academic Senate, CSUSM recognizes that academic freedom, open discussion and diverse points of view are essential to the health and well being of all universities, including California State University San Marcos; and,

WHEREAS, Individual faculty members may come to different decisions about whether or not to support any job actions called for by the California Faculty Association; and,

WHEREAS, The Executive Committee of the Academic Senate CSUSM recognizes that the decision to support or not any possible job actions is a personal decision that individual faculty members will make based upon many considerations; and,

WHEREAS, The Executive Committee of the Academic Senate CSUSM recognizes the potential for rancor and disunity among faculty members who choose different paths regarding possible job actions; now, therefore, be it

RESOLVED, That on behalf of the ASCSUSM, the Executive Committee reaffirms its commitment to diversity of opinion and open debate among and between faculty members; and be it further

RESOLVED, That the Executive Committee of the Academic Senate CSUSM urges all faculty members to respect the individual decisions of their colleagues regarding possible job actions and most especially if those decisions differ from their own; and be it further

RESOLVED, That the Executive Committee of the Academic Senate CSUSM finds any attempt to punish or otherwise harm any faculty member as a result of their decision regarding possible job actions a serious breach of collegiality and reprehensible; and be it further

RESOLVED, That on behalf of the ASCSUSM, the Executive Committee requests that all faculty members, regardless of their stance on possible job actions, continue to treat each of their colleagues with the respect and openness that is a hallmark of CSUSM.