

## GRADUATE & POST-BACCALAUREATE STUDENT COURSE REPEAT POLICY AND PROCEDURE

**Definition** Graduate and post baccalaureate students may repeat up to two (2) courses in order to meet graduation requirements. Repeating a course does not expunge the earlier attempt from the student's record, but it may improve the student's grade point average (GPA). ~~The~~ This following policy, is -applicable only to non-thesis courses taken at CSU San Marcos, ~~will be followed when allowing graduate and post baccalaureate students to repeat courses.~~

**Authority** President of CSU San Marcos.

**Scope** Graduate and post baccalaureate students.

1. A course taken at CSU San Marcos in which a grade of B- (2.7 ~~grade points~~) or less is received, may be repeated once for purposes of omitting ~~a prior~~ the original grade from the GPA calculation and satisfying GPA requirements. A course taken at CSU San Marcos in which a grade of NC is received may also be repeated. All course repeats should ~~be done in~~ involve consultation with the graduate program advisor.
2. When a course is repeated, both the original grade and the grade earned in the repetition will appear on the transcript.
3. If a course previously taken for a point grade is repeated for a grade of CR/NC, the original grade(s) will ~~continue to~~ be calculated in the GPA.
4. Unless ~~the a~~ student submits a Graduate Student Course Repeat Request Form to ~~the Enrollment Services Information Center~~ Cougar Central, both grades will be used to calculate the student's GPA.
5. If a student submits a Graduate Student Course Repeat Request Form to ~~the Enrollment Services Information Center~~ Cougar Central, ~~then~~ the original grade earned ~~in the first course is~~ will be ignored-omitted from the GPA calculation for the purpose of calculating the GPA. Since CR/NC grades do not enter into the GPA calculation, it is not necessary to submit this form when repeating a course in which a grade of NC was earned.
6. A Graduate Student Course Repeat Request Form cannot be filed until the student has completed the repeat. ~~—A Graduate Student Course Repeat Request Form cannot be filed if the student received a grade of CR, NC, F, I, RD, SP, or U, when the course was repeated.~~ WU, RP, W, or IC when the course was repeated.
7. A maximum of two (2) different courses may be repeated within an approved graduate plan of study at CSU San Marcos. The graduate program offering the degree is authorized to may approve substitute graduate-level courses that may be taken in lieu of a

graduate-level course that the student wishes to repeat, when the original course is not scheduled to be offered again within the term of the student's expected time to degree. The substitute course must be taken after completion of the original course.

8. ~~Transfer courses are not counted in the repetition limits subject to this policy?. If a student has taken courses at other institutions, the policies of those institutions will be used in computing the overall GPA.~~
9. ~~A course repeated at another institution will may not replace the a course taken earlier at CSU San Marcos in the institutional GPA computation. Both the original course and the repeated course must be taken at CSU San Marcos.~~

## 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.

- 49 B. Instructors who teach Extended Studies courses offered for university credit must be  
50 approved in advance and in writing by the department chair or program director of the  
51 appropriate discipline and the appropriate college/library dean each time a course is taught.  
52
- 53 C. Extended Studies will obtain student evaluations of each Extended Studies course offered  
54 for university credit and will provide copies to the instructor, the appropriate department  
55 chair or program director, and the appropriate college/library dean.  
56
- 57 D. Only non-matriculated students may enroll in courses available through the Extended  
58 Studies Open University program. Students who have been disenrolled from the university  
59 may enroll in Open University courses only with the prior permission of Enrollment  
60 Services and course instructor. ~~Both matriculated and non-matriculated students, except~~  
61 ~~those who are disenrolled from the university, may enroll in courses available through the~~  
62 ~~Extended Studies Open University program.~~  
63  
64

65 III. COURSES OFFERED WITH NON-DEGREE UNIVERSITY CREDIT  
66

- 67 A. Extension credit provides non-degree units and allows CSUSM to offer a wider array of  
68 credit courses to a larger audience and have these units appear on a CSU transcript. These  
69 are typically professional advancement courses that are credit worthy, but not applicable to a  
70 degree or part of the standard CSUSM curriculum. These courses are developed to meet  
71 special needs of particular groups or communities, e.g. K-12 teachers; the extension credit  
72 that they confer denotes an investment of time and accomplishment comparable to that  
73 required in established university courses.  
74
- 75 B. Courses that ~~would~~ carry extension credit ~~would be~~ are numbered in a series ~~outside of the~~  
76 ~~current other than those used for university~~ degree courses, ~~perhaps an 800/900/1000 series,~~  
77 and carry the prefix of the corresponding CSUSM department. Extension credit courses  
78 ~~would be~~ are not ~~be~~ listed in the academic catalog.  
79
- 80 C. All such courses and instructors ~~would~~ require the review and approval of the corresponding  
81 college/department, in a manner similar to ~~what that which~~ special session and/or special  
82 topics courses require.  
83  
84

85 IV. COURSES OFFERED WITHOUT UNIVERSITY DEGREE CREDIT  
86

- 87 A. Extended Studies courses offered without CSU San Marcos degree credit may award  
88 continuing education units, certification of particular skills, or certificates of completion.  
89
- 90 ~~1. —~~ Documents attesting these awards must clearly specify the nature of the award in  
91 order to avoid confusion with award of a degree.  
92
- 93 B. Extended Studies courses offered without CSU San Marcos degree credit are subject to the  
94 approval of the dean of Extended Studies and the president or designee but are not subject to  
95 approval by the CSUSM Academic Senate.  
96

- 97 1. When planning a course or program without CSU San Marcos degree credit,  
98 Extended Studies shall inform the deans of the appropriate colleges/library, who  
99 shall notify the faculty of the appropriate disciplines. The communication shall  
100 specify the course or program's:  
101  
102 ~~a1)~~ purpose;  
103 ~~b2)~~ intended audience;  
104 ~~c3)~~ content;  
105 ~~d4)~~ instructor qualifications; and  
106 ~~e5)~~ sites and facilities.  
107  
108 2. Each time it offers a course without CSU San Marcos degree credit, Extended  
109 Studies shall consider:  
110  
111 ~~a1)~~ the appropriateness of intended sites and facilities;  
112 ~~b2)~~ the qualifications, teaching interests, and availability of CSU San Marcos  
113 faculty members in the appropriate disciplines; and  
114 ~~c3)~~ the qualifications, teaching interests, and availability of lecturers for the  
115 course.  
116  
117 3. Extended Studies will contract directly with instructors of courses offered without  
118 CSU San Marcos degree credit.  
119  
120 4. Extended Studies will obtain student evaluations of each Extended Studies course  
121 offered without CSU San Marcos degree credit and will provide copies to the  
122 instructor. Evaluations will be retained for three years and will be available for  
123 inspection by the dean of Extended Studies and other university personnel in  
124 accordance with applicable campus policies.  
125  
126

## 127 V. REVIEW AND EVALUATION

- 128  
129 A. The dean of Extended Studies will provide by September of each year to the Provost  
130 and Chair of the Academic Senate a report of the progress of Extended Studies,  
131 including an overview of the types of courses and programs offered, enrollment data,  
132 their collaboration with academic departments, locations of where the courses or  
133 programs were held, and an assessment of the success of these programs in  
134 meeting the unit's goals and objectives. This report will provide an assessment of the  
135 prior fiscal year's activities and a self-evaluation which addresses  
136 1. the quality of the Extended Studies programs and courses;  
137 2. the adequacy of the curriculum in meeting the needs of students and the  
138 community; and  
139 3. the adequacy of the sites and facilities used.  
140  
141 B. As a way to seek the active collaboration and consultation of the Academic Senate in course  
142 and program planning and evaluation, Extended Studies will include at least one Senate-  
143 appointed faculty member from each college and one from the Library to serve on its  
144 Advisory Council. The dean of Extended Studies will provide a report of courses and  
145 programs to the CSUSM Academic Senate's Academic Policy Committee (APC) and the  
146 provost and vice president for Academic Affairs annually by the end of the first week of  
147 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.~~

*Note from Jan Jackson:* This particular section is with respect to Open University. I corrected it in this draft so that we abide by the recent audit. By state policy, only non-matriculated students may enroll as Open University students. We accommodate the CoE students in *Special Session* courses where both matriculated and non-matriculated students are enrolled. However, those non-matriculated students are theoretically Open University students.

It's correct as it's written and should not pose any problems for CoE students; it does not change our current practice.

## 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

### 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~~ **VE**, "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 recommendations (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, 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 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.

#### ¶. 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).

#### ¶. 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

**Please complete this section**

### 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 REQUIREMENTSHow 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.

**GRANT PROPOSAL SEED MONEY (GPSM) APPLICATION FORM**

Proposal title \_\_\_\_\_

Submitted by \_\_\_\_\_ Date \_\_\_\_\_

Total seed money requested \$ \_\_\_\_\_

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

1. Describe the activity/ies for which you are requesting seed money. Normally up to a total of \$1,000 may be requested, to be used for supplies, equipment, travel, stipends, student assistants, grant writing assistance, or other needs associated with proposal development.
2. Provide a budget showing how the funds will be spent
  - a. Note that stipends are taxable income
  - b. Student assistant requests must include payroll taxes
  - c. Grant writer funds must normally request temporary employee salary plus benefits and tax
3. Provide a proposal development timeline for the externally funded project

**Externally funded project description:**

1. Please provide a brief (1 page max) description of the project for which you plan to request external funds, and how this seed money will enhance your ability to attain external funds.
2. List the agency/ies to which you plan to submit proposal(s). Attach a copy of the RFP or prospectus.
3. Describe the length of project you'll propose and approximate amount of funds you anticipate requesting and their use.
4. Briefly describe your prior experience in submitting proposals for external funding and funding successes and/or consultation that you will seek in development of the grant proposal.

**Additional guidelines:**

1. Application page limit (4 pages or less).
2. Proposals received by the first day of each month will normally be reviewed within two weeks of receipt.

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

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

## ACCREDITATION OF ACADEMIC PROGRAMS

Accreditation is important to the University because it helps enhance the quality of our academic programs. Moreover, an accredited program has the potential to increase both the number and quality of students who may find it useful for admission to graduate study, obtaining a job, or pursuing related interests. Faculty are also more likely to be attracted to CSU San Marcos when there is institutional commitment to accredited programs.

Accordingly, the Academic Senate believes that academic programs should seek accreditation under the following conditions:

1. The accrediting organization is nationally recognized as appropriate to the specific academic program.
2. A majority of the tenure-track faculty in the program have agreed to pursue accreditation from this accrediting organization.
3. The faculty of the academic program must engage in a self-study to evaluate its prospects for successful accreditation.

To facilitate the accreditation process, every effort should be made to obtain release time from the Dean of the College for faculty significantly involved on the accreditation program. Assistance with the direct costs of accreditation, e.g., fees, consultants, travel, should be provided from the Office of the Vice President for Academic Affairs to help defray the substantial commitment being made by the college and faculty to reach this important goal.

*Note from APC:* After reviewing the document, APC concluded that the document is not actually a policy. It rather is a sense of the Senate resolution. The document will be sent back to the senate office with the recommendation that it is removed from the list of approved policies.

CFA requests that FAC consider the issue of department "impact statements" for sabbatical leave applications with respect to:

- what is admissible in an impact statement; what is not
  - impact statements by chairs who serve on the Professional Leave Committee
  - ranking of recommendations to the Provost: how are "recommended" proposals ranked?
- Should applicants be informed of the ranking criteria through the sabbatical leave policy?

The request comes from a situation where the chair was a member of the PLC and on the impact statement expressed objections to the sabbatical proposal (did not support).

**Draft Resolution on Airing the Emergency Preparedness Video in Classrooms**

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

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

WHEREAS, A six-minute video has been produced to educate to the campus community regarding emergency preparedness; now, therefore, be it

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

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

WHEREAS, The Academic Senate of the California State University (CSU) reaffirms 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

WHEREAS, The Academic Senate CSU urges the Chancellor and campus presidents to seek increased funding to restore and improve print, electronic and other collections; and

WHEREAS, The Academic Senate CSU urges 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

WHEREAS, The Academic Senate CSU acknowledges 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

WHEREAS, The Academic Senate CSU urges 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

WHEREAS, The Academic Senate CSU has sent copies of resolution AS-2779-06 to the Chancellor, the Board of Trustees, campus presidents and provosts, the Council of Library Directors, and campus faculty senates; now, therefore be it

RESOLVED, That the CSU San Marcos Academic Senate endorses Academic Senate CSU resolution AS-2779-06.

*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.*

**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**