

# **CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO**

## **FACULTY SENATE EXECUTIVE COMMITTEE**

### **A G E N D A**

Tuesday, November 20, 2018

2:00-3:50PM

AD-145

1. Approval of EC Minutes, 11/6/18 ECM 18-04
2. Approval of FS Minutes 10/30/18 ECM 18-03
3. Appointments (Attachments)

Time Certain: 2:15PM

4. Q2S & FAM 856.3 – Grace King
5. EPRC Change to FAM 820.9 Syllabus Policy and Guidelines
6. Determining Senate College Representation
7. FAC - IDS RPT Guidelines
8. FAC - FAM for Q2S
9. Academic Affairs/Faculty Senate Retreat
10. President's Report
11. Provost's Report
12. Chair's Report
13. FAC Report
14. EPRC Report
15. Statewide Academic Report

**CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO**  
**FACULTY SENATE EXECUTIVE COMMITTEE**

**M I N U T E S**

Tuesday, November 6, 2018  
2:00-3:50PM  
AD-145

**Members Present:** Karen Kolehmainen, Lasisi Ajayi, Rong Chen, Jill Vassilakos-Long, Davida Fischman, Haakon Brown, Donna Garcia

**Visitors:** David Carlson, Janelle Gilbert

**1. Approval of EC Minutes, 10/16/18 ECM 18-02**

The minutes for October 16, 2018 were approved as amended.

**2. Approval of FS Minutes, 10/23/2018 ECM 18-03**

The minutes for October 23, 2018 were approved as amended.

**3. Approval of FS Minutes, 10/30/18 FSM 18-03**

The Faculty Senate minutes of October 30, 2018 were tabled for the next EC meeting.

**4. Appointments**

The EC made the following appointments:

- UEC Board of Directors – Taewon Yang (2017-2020)
- Search Committee for AVP for Enrollment Management – Dorothy Chen-Maynard
- Search Committee for Associate Director of Title IX – Yvette Saavedra
- IRB – Janet Chang (2018-2021) Designated Reviewer
- IRB – Joseph Wellman (2018-2019) Designated Reviewer
- IRB – Jacob Jones (Psychology) Designated Reviewer
- IRB – Richard Addante (Psychology) Designated Reviewer
- SOTE Representative – Becky Sumbera

**5. Faculty Professional Development Coordinating Committee**

Allen Menton advised the EC of the inconsistencies in scheduled meetings for this committee. According to FAM 854.34, this committee is not in compliance. No information was given on how grant money was spent. No annual report has been submitted. The mini grant procedures have not been followed and not handled properly. The same people seem to be getting the grants year after year.

Duties of this committee were read. It does not say it is overseeing the process.

- Ask last year's committee for a report
- Ask Sylvia to update committee book to include all members
- Will ask Shari for an update on Allen's question at the first Senate meeting
- Obtain the last report from the Chancellor's Office
- EC agreed to allow Allen Menton to call the committee together for the first meeting

**6. Determining Senate College Representation – Was not discussed due to time constraints.**

**7. English WAC Coordinator**

David Carlson advised that we are going to hire a tenure-track in English position and would like to hire an

Associate or Full Professor. We want to inform people of this up front because we need buy-in from all departments. Going forward:

- We will do an open rank search.
- This position would teach one or two classes for College.
- This position will handle professional development for implementation of the semester curriculum.
- We will probably call this position a “Writing Intensive Program Coordinator”.
- We want someone who can work with the departments and be collaborative across departments.
- Will be searching for candidates with experience in multi-lingual writing and education writing program assessments.
- This position will go on the Senate Agenda (November 13, 2018) as an information item.

Janelle will go back to the administration and express concern about resources. The program was designed with two intensive writing requirements. Dropping to one requirement is not being received positively.

**8. EPRC Changes to the following:**

- **FAM 820.55** – SOTE in Summer and CEL Classes
- **FAM 872.2** – Course Material
- **FAM 820.9** – Syllabus Policy and Guidelines
- The above FAM’s will be placed on the FS Agenda (November 13, 2018) as first readings.

**9. FAC – IDS RPT Guidelines** – Tabled due to time constraints.

**10. FAC – FAM for Q2S** – Tabled due to time constraints.

**11. Academic Affairs/Faculty Senate Retreat** – Tabled due to time constraints.

**12. President’s Report**

**13. Provost’s Report**

**14. Chair’s Report**

**15. Approval of Faculty Senate Agenda – October 30, 2018**

EC agreed to the revised Faculty Senate Agenda for October 30, 2018.

Meeting adjourned.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
FACULTY SENATE MEETING, 53rd SENATE

**MINUTES**

**SESSION 03: Tuesday, October 30, 2018, 2:00 pm, Pine Room**

**Members Present:** All members were present with the exception of: T. Corrigan, A. Louque, J. Munoz, P. Ogidikpe, B. Steffel, D. Sweeney, R. Trapp

**Guests Present:** S. Pantula, R. Fremont, S. Sudhakar, Y. Karant, C. Vickers, C. Seal  
J. Lappin, B. Jaworski, C. Weber, S. Bennett, S. McGill, R. Mohamed, R. Navarrette, J. Peacock,  
E. Yasuhara

**1.1 APPROVAL OF MINUTES FOR OCTOBER 9, 2018 (FSM 18-02)**

Senator Chen-Maynard moved and Senator Rizzo seconded the motion to approve the minutes as presented. **PASSED unanimously.**

**2. APPROVAL OF THE AGENDA**

Senator Chen-Maynard moved and Senator Fischman seconded the motion to approve the agenda as presented. **PASSED unanimously.**

**2.1** Senator Ajayi moved and Senator Murillo to observe a moment of silence for the Pennsylvania Tree of Life Synagogue shooting victims. **PASSED unanimously.**

**3. CHAIR'S REPORT**

- We have been asked to distribute flyers announcing the Panel Discussion RE: How to Start My Research – November 1, 2018 12-2PM
- Hospitality Fund Report – S. Myers reported that our current practice regarding these funds are in compliance with the CSU cash handling policy. Collected \$289.00. Expenses: \$152.06 Total Cash: \$136.94 UEC Acct: \$833.32 Total: \$970.26.

**4. PRESIDENT'S REPORT – No Report**

**5. PROVOST'S REPORT**

- GI-2025 Symposium was held in San Diego – We are being looked at nationally and are breaking down some barriers. Will send out website which contains all reports and CSUSB feedback.
- Several Faculty and Students have been honored. More than 50 faculty have received the Most Valuable Professor Award from our student athletes.
- Six faculty members were recognized by FCE's "Cheers & Celebration Event on October 24, 2018: Annie Buckley, received the inaugural Outstanding Community Engagement Faculty Award for her work in community-based art programs for children, seniors and in correctional facilities. Alexandra Cavallaro, Becky Talyn, Deirdre Lanesskog, Liang Guo and Stacie Robertson received the Anthony and Lois Evans Faculty Award which recognizes research.

- History Club, Best Chapter in Nation by Phi Alpha Beta for third consecutive year.
- Passed out a form with suggestions for our upcoming Academic Affairs/Faculty Senate Retreat – please rank order or these topics or add your suggestions for Winter or Spring and if you would like to work on the planning committee.

## 6. **Resolution of Appreciation for Eri Yashuhara & Jean Peacock for the UFMM**

Senator Fischman moved and Senator Davis seconded the motion to approve the Resolution of Appreciation for Eri Yashuhara & Jean Peacock for UFMN. **PASSED unanimously.** Resolution was read and presented to the recipients.

## 7. **INFORMATION ITEMS**

### 7.1 **Q2S Course Repeats Recommendation – Craig Seal**

- We are keeping our existing policy.
- Please articulate to us the new courses that qualify for repeat if prior course does not exist.

### 7.2 **Curriculum – Information Items**

- Senator Gilbert asked that we pull BIO 1010
- Curriculum Items were approved.

## 8. **NEW BUSINESS**

### 8.1 **Proposed Change to Departmental RPT Criteria for Geological Sciences, FAM 651.544 (first reading)**

Senator Chen moved and Senator Rizzo seconded the motion to accept the first reading of the above proposed change. **PASSED unanimously.**

Subsequently, the issue was raised regarding quantification.

### 8.2 **Proposed Change to Graduate Admissions Policy, FAM 841.3 (first reading)**

Senator Rizzo moved and Senator Davis seconded the motion to accept the first reading of the above proposed change. **PASSED unanimously.**

## 9. **Dr. Daryl Smith – Diversity in Higher Education**

Dr. Smith facilitated a discussion on diversity in hiring, the role of the faculty senate in this process, changing job descriptions, changing interview questions, focus of who we want to hire, how we evaluate candidates, how we retain people...

- This is about what excellence will look like in the next generation.
- Diversity in faculty hiring is a critical function
- CSUSB Mission has commitment to diversity and what does that look like
- Where does the Senate play a role in diversifying the faculty?
- **Senator Comments:**
  - Dean can appoint a Diversity Advocate (as we revised/reviewed policy) - Are we doing enough is the question we should ask.
  - The Senate has not taken a leadership role (so far) but have reacted when told to.
  - We do not currently have a Diversity Policy. We need to know how to increase the Pipe-line.
- How do we identify talent? Everyone is doing it their own way.
- The Faculty all need to work with the Administration on the diversity mission.

- You will need to interrupt the usual.
- The CSU's in general are the places that will be more attractive to diverse populations of scholars and faculty. Why? Because you are their students, their mission, their soul. They came from these backgrounds.
- This will be a desirable place to be—are you communicating that? Not just with hiring but also with the curriculum.
- **Senator Comments:**
  - Provide clear criteria of evaluation – Providing this attracts candidates—some colleges even send out their rubrics.
  - The Senate could determine the kinds of indicator factors for who we think would be successful candidates who can show that they would be successful in working with our types of students (low income, minorities).
- We are asking candidates to make commitments through diversity statements. But we don't ask about abilities and experience and success with working with diverse populations.
- But when they come, no follow-up questions to address abilities and experience/successes with working with diverse populations.
- Talk to people about their success in teaching about your most difficult subject. Who is going to embed this. It is currently too decentralized.
- Pro-active engaged process in excellence and finding people who can do this.
- **Senator Comments:**
  - Engaging your students is important vs. publishing.
- There is not enough diversity to do the work. We need more diversity in leadership. The more the load will be shared.
- How do we support you to do service? We can do that!
- How do we engage diversity in the criteria for promotion and tenure? What counts as excellence?
- We need a balance of diverse backgrounds in our candidates.
- **Senator Comments:**
  - We need to have an agenda to work with the Administration to make this work.
- Time to degree is different than time to completion.

## **10. COMMITTEE REPORTS**

**10.1 EPRC** – Senator Fischman states that the EPRC is working on the original list of items submitted.

**10.2 FAC** – Will be looking at guidelines to determine if changes need to be made. Perhaps we need to take at FAM 651.544

**10.3 Q2S** - Will send out summer calendar.

The meeting adjourned at 3:50PM.

### College of Education Committees

Strategic Analysis Steering Committee – 1 position (2018-2019, faculty graduate coordinator or teach graduate courses) **Becky Sumbera**

(see attached)

### College of Natural Sciences Committees

Faculty Professional Development Coordinating Committee – 1 position (2018-2020, tenure-track) **Claudia Davis**

Good morning,

I would like to volunteer to serve on the Faculty professional development committee. Kindly let me know if there are any additional supportive documents that may be needed.

All the best,

Claudia

Intellectual Life & Visiting Scholar Committee – 1 position (2018-2020, tenured, tenure-track) **Zhaojing Chen**

Hi Sylvia,

I am Zhaojing Chen from the Department of Kinesiology. I'd like to be considered to serve on the Intellectual Life & Visiting Scholar Committee representing College of Natural Sciences. I am interested in the evaluating proposals for events. Let me know if you need anything from me.

Thanks,

Zhaojing

### College of Social and Behavioral Sciences

Strategic Analysis Steering Committee – 1 position (2018-2019, faculty graduate coordinator or teach graduate courses) **Antony Field**

I would like to volunteer for the Academic Council on International Programs (2018-2021, tenure-track).

I am currently an Associate Professor in the Political Science Department.

I am attracted to this position, as I have a keen interest in the expansion of international programs at CSUSB.

I am currently a Faculty Director for a study abroad program at CSUSB and have worked closely with the Study Abroad office in recent years. This has been a very rewarding experience and I would like the opportunity to help build even more opportunities for international study at CSUSB and overseas.

Kind regards,

Antony Field

## Strategic Analysis Steering Committee

November 7, 2018

To the Executive Committee,

I would like to be considered for the Strategic Analysis Steering Committee for 2018-19. I am currently a full-time faculty who teaches graduate courses in the Educational Administration program and am the graduate coordinator of CalAPA and Fieldwork for our administrator candidates. There are several reasons I would effectively represent the lecturers at CSUSB on the Strategic Analysis Steering Committee.

I have been on, facilitated, and led strategic steering committees at the County, District, and School Site level. I am well versed in data, program, and instructional analysis as I was the District Accountability and Support lead for San Bernardino County and the districts within. I additionally, established and ran a data dashboard for Districts in San Bernardino County, assisted district leaders in writing, implementing, and monitoring their strategic plans, and ran school, district, and county stakeholder meetings to communicate the progress.

Secondly, my deep understanding of engagement strategies, communication techniques, and desire to build relationships to connect with all stakeholders will contribute to ensuring an equitable and inclusive atmosphere to explore diverse community collaboration, collegiality, and research around the strategic plan.

Lastly, my drive and ethical integrity to ensure we provide the best environment possible for faculty to thrive so that our students can succeed will be an asset in fostering creativity, learning, and inquiry-based leadership to think outside the box for models of implementation at CSUSB.

Thank you for consideration on the Strategic Analysis Steering Committee for 2018-19,

*Dr. Becky G. Sumbera*



Dr. Becky G. Sumbera, Ed.D.  
College of Education  
Educational Leadership and Technology Department  
Educational Administration Program  
[bsumbera@csusb.edu](mailto:bsumbera@csusb.edu)  
Office: (909) 537- 4413  
Cell: (951) 236-9221



## COLLEGE OF ARTS AND LETTERS

Art - Department Chair [Matthew.Poole@csusb.edu](mailto:Matthew.Poole@csusb.edu) (909) 537-5808

ART MA Art-Art Education Petition for Suspension on file

ART MA Art-Studio Art Petition for Suspension on file

ART Minor Graphic Design-Print

ART Minor Graphic Design-Web

Communication Studies Bradford Owen [Bowen@csusb.edu](mailto:Bowen@csusb.edu) (909) 537-5820

COMM Certificate Conflict Management

COMM Certificate Communication Skills

COMM Minor Intercultural Communication

COMM/CEL Certificate Social Media Entrepreneurship and Innovation offered through CEL online

English David Carlson [dajcarls@csusb.edu](mailto:dajcarls@csusb.edu) (909) 537-5834

ENG Program First-Year Composition Program

Liberal Studies Program Coordinator [dortchk@csusb.edu](mailto:dortchk@csusb.edu) (909) 537-5857

LIBERAL STUDIES BA LSSS: Bachelor of Arts in Liberal Studies - Spanish Studies Track

Music Stacey Fraser [sfraser@csusb.edu](mailto:sfraser@csusb.edu) (909) 537-5835

MUSIC Minor Commercial Music

MUSIC Minor Jazz Studies

Peter Robertshaw [proberts@csusb.edu](mailto:proberts@csusb.edu) (909) 537-7661

PHIL/ECON Minor Philosophy, Policy and Economics

Thomas McGovern [mcgovern@csusb.edu](mailto:mcgovern@csusb.edu) (909) 537-5849

WLL Certificate Bilingual/Cross-Cultural Studies: Spanish/English

WLL Certificate French/English Translation

WLL Certificate German/English Translators

WLL Certificate Hispanic Literatures

WLL Certificate Spanish Applied Linguistics

WLL Certificate Spanish for Public Services

WLL Min Germ Petition for Suspension on file

---

## BUSINESS AND PUBLIC ADMINISTRATION

Taewon Yang Accounting & Finance

ACCT MS Accountancy 3:2 Option

[taewon@csusb.edu](mailto:taewon@csusb.edu)

inactivate concentration now under the MS in Accountancy



Dr. Kathryn Howard [khoward@csusb.edu](mailto:khoward@csusb.edu) (909) 537- 7405

TEF	Minor	Education
TEF	Credential	Reading and Literacy Leadership Specialist
TEF	Certificate	Reading and Literacy
TEF	MS	Science, Technology, Engineering and Mathematics Education Option Petition for Suspension on file
TEF	Certificate	Education
TEF	Credential	Multiple Subject Credential and Multiple Subject Credential with Added Bilingual Authorization (Intern Track)
TEF	Credential	Multiple Subject Intern Track
TEF	Credential	Multiple Subject Credential
TEF	MA	Multiple Subject Credential and Master of Arts in Teaching
TEF	Credential	Multiple Subject Added Bilingual Intern Track
TEF	MA	EESL: Elevation of M.A. Education concentration to Master of Arts in Teaching English to Speakers of Other Languages
TEF	MA	EMAT: Master of Arts in Teaching

---

## NATURAL SCIENCES

MATH Minor Applied Mathematics.

---

## SOCIAL AND BEHAVIORAL

Wesley Niewoehner [Wniewoeh@csusb.edu](mailto:Wniewoeh@csusb.edu) (909) 537-5567  
 ANTH Certificate Museum Studies

Kevin Grisham [Kgrisham@csusb.edu](mailto:Kgrisham@csusb.edu) (909) 537-5522  
 GEOG Certificate Urban Planning *Petition for Suspension on file*  
 GEOG BA GEGL: Bachelor of Arts in Geography - Global Studies Concentration

Brian Janiskee [janiskee@csusb.edu](mailto:janiskee@csusb.edu) (909) 537-5538  
 PSCI Certificate Intelligence Methodology

PSYC BA Psychology-Biological Psychology  
*inactivate concentration now under the BA in Psychology*  
 PSYC BA Bachelor of Arts in Psychology - Industrial and Organizational Psychology  
 Concentration

Robert Ricco [Rricco@csusb.edu](mailto:Rricco@csusb.edu) (909) 537-5485  
 SOC BA Sociology-Social Service Track  
*inactivate concentration now under the BA in Sociology*  
 SOC Certificate Social Services  
 SOC BA SSST: Bachelor of Arts in Sociology - Social Service Track



EDU	MA	Education-Teacher Leadership	Holistic and Integrative Education Option (in the TEF chair approval que - not an elevation <b>Petition for Suspension on file</b>	Teacher Leadership (ELT) <b>Self-support</b>
Special Education (SRC) <b>Petition for Suspension on file</b>	Correctional and Alternative Education (TEF) <b>Petition for Suspension on file</b>	Curriculum and Instruction (TEF) <b>Petition for Suspension on file</b>	Reading and Literacy (elevation not on new proposal at pre-catalog) TEF)	STEM Education (elevation not on new proposal - at college CC TEF)
Teaching English to Speakers of Other Languages (TEF) MA in TESOL started as a new program but not submitted)	Career and Technical Education (elevation not on new proposal not submitted ELT)	Instructional Technology (elevation not on new proposal at pre-catalog ELT)	Bilingual/Cross Cultural (elevation not on new proposal - at TEF Chair) <b>Petition for Suspension on file</b>	
ELT	Minor	Career and Technical Studies	Petition for Suspension on file	
ELT	Certificate	School Business Management		
ELT	Certificate	Career and Technical Education		
ELT	Credential	Administrative Services Preliminary Internship Credential		
ELT	Credential	Designated Subjects Career and Technical Education Credential		
ELT	Credential	Supervision and Coordination of Designated Subjects Program Credential		
ELT	Credential	Designated Subject Credential in Adult Education		



ELT	MA	Master of Arts in Educational Administration-Community College/Higher Education		
ELT	BS	CTEC: Bachelor of Science in Career and Technical Studies		
SRC	Credential	Education Specialist Clear		
SRC	Credential	Professional Clear Level II Education Specialist: Mild/Moderate Disabilities with EI Auth	Petition for Suspension on file	
SRC	Credential	Professional Clear Level II Education Specialist: Moderate/Severe Disabilities with EI Auth	Petition for Suspension on file	
SRC	Credential	Professional Clear Level II Education Specialist: Early Childhood Special Education with EI Auth	Petition for Suspension on file	
SRC	Credential	Autism Spectrum Disorder Added Authorization in Special Education	Petition for Suspension on file	
SRC	Credential	Early Childhood Special Education Added Authorization	Petition for Suspension on file	
SRC	Certificate	Rehabilitation Counseling		
SRC	Certificate	Education of the Gifted and Talented	Petition for Suspension on file	
SRC	MA	EREH: Master of Arts in Rehabilitation Counseling		
SRC	MS	SPED: Master of Science in Special Education		
TEF	Minor	Education		
TEF	Credential	Reading and Literacy Leadership Specialist		
TEF	Certificate	Reading and Literacy		
TEF	MS	Science, Technology, Engineering and Mathematics Education Option	Petition for Suspension on file	
TEF	Certificate	Education		
TEF	Credential	Multiple Subject Credential and Multiple Subject Credential with Added Bilingual Authorization (Intern Track)		
TEF	Credential	Multiple Subject Intern Track		
TEF	Credential	Multiple Subject Credential		
TEF	MA	Multiple Subject Credential and Master of Arts in Teaching		
TEF	Credential	Multiple Subject Added Bilingual Intern Track		
TEF	MA	EESL: Elevation of M.A. Education concentration to Master of Arts in Teaching English to Speakers of Other Languages		
TEF	MA	EMAT: Master of Arts in Teaching		



Academic Affairs  
Faculty Senate

## COURSE SYLLABUS POLICY AND GUIDELINES FAM 820.9

**Preamble:** The purpose of this document is to articulate, based on university policies and California state law, what minimum information must be included on course syllabi. Such information provides students with basic course objectives and faculty expectations, and also serves to clarify course policy in the case of grade grievances or other student, faculty, or program concerns.

### 1. General guidelines:

- (a) Unless circumstances dictate otherwise, instructor(s) shall provide course syllabi on or before ~~the time of~~ the second class meeting;
- (b) instructor(s) shall provide students with course syllabi in paper copy and/or in ~~electronic form on a course website~~ Learning Management System and/or via e-mail at the start of each term as described in part (a). If the syllabus is only distributed electronically, instructor(s) shall provide ~~written~~ instructions for document access;
- (c) in distributed learning courses, enrolled students shall be provided with the course URL, access instructions, and the syllabus itself ~~posted to a course website~~ via ~~either e-mail or postal mail or e-mail~~.
- (d) if any information given on the syllabus is subject to change (e.g., topics of discussion, readings, due dates, examination dates), such information shall be noted on the syllabus as "tentative" or "subject to change."
- (e) instructor(s) shall submit ~~electronic or hard~~ copies of the syllabus for each course to the department office, which will keep a copy of each syllabus for at least five years;
- (f) instructors shall create their syllabi with accessibility best practices based on resources available on the CSUSB Accessible Technology Initiative website.

### 2. At a minimum, each course syllabus *must* contain:

- (a) name(s) of the instructor(s), office location, telephone number and/or e-mail address, and office hours;
- (b) class term, meeting times, location;
- (c) course goals and/or objectives, and ~~for~~ expected student learning outcomes;
- (d) required text(s) and/or materials;
- (e) types and descriptions of major assignments;
- (f) basis for assigning course grade;
- ~~(f)~~

(g) a current statement of ADA compliance and entitlement to accommodation, as provided by the appropriate University office, in particular including contact information for the university's office for Services to Students with Disabilities, and the reminder that it is the *student's* responsibility to seek academic accommodations for a verified disability in a timely manner.

(h)(g) instructor(s) shall refer students to the "Academic Regulations and Procedures" in the CSUSB Bulletin of Courses for the university's policies on course withdrawal, cheating, and plagiarism.

**3. Instructors are *strongly encouraged* to include the following additional information on their syllabi, as applicable:**

- (a) prerequisite courses and/or prior knowledge and/or additional skills required of the student;
- (b) policies on participation and attendance, especially as those items that affect final grades;
- (c) provision(s) for makeup of missed or late assignments, if any;
- (d) other information essential to the course, e.g., information about accessing any online resources, or assignments (such as field trips or service-learning activities) that must be accomplished at off-campus locations;
- (e) consequences for cheating and/or plagiarism;
- (f) individual department/school or program guidelines, if applicable.

**4. Instructors are *strongly encouraged* to include the following additional information on their syllabi, as applicable:**

- (a) prerequisite courses and/or prior knowledge and/or additional skills required of the student;
- (b) policies on participation and attendance, especially as those items that affect final grades;
- (c) provision(s) for makeup of missed or late assignments, if any;
- (d) other information essential to the course, e.g., information about accessing any online resources, or assignments (such as field trips or service-learning activities) that must be accomplished at off-campus locations;
- (e) consequences for cheating and/or plagiarism;
- (f) individual department/school or program guidelines, if applicable.

**5. Instructors are *strongly encouraged* to include the following additional information on their syllabi, as applicable:**

- (a) prerequisite courses and/or prior knowledge and/or additional skills required of the student;
- (b) policies on participation and attendance, especially as those items that affect final grades;
- (c) provision(s) for makeup of missed or late assignments, if any;
- (d) other information essential to the course, e.g., information about accessing any online resources, or assignments (such as field trips or service-learning activities) that must be accomplished at off-campus locations;
- (e) consequences for cheating and/or plagiarism;
- (f) individual department/school or program guidelines, if applicable.

**6. Instructors are *strongly encouraged* to include the following additional information on their syllabi, as applicable:**

- (a) prerequisite courses and/or prior knowledge and/or additional skills required of the student;
- (b) policies on participation and attendance, especially as those items that affect final grades;
- (c) provision(s) for makeup of missed or late assignments, if any;
- (d) other information essential to the course, e.g., information about accessing any online resources, or assignments (such as field trips or service-learning activities) that must be accomplished at off-campus locations;
- (e) consequences for cheating and/or plagiarism;
- (f) individual department/school or program guidelines, if applicable.

**7. Faculty offering web-based or other distributed learning courses *must also include*:**

- (a) the statement, per the CSU San Bernardino Distributed Learning Policy (FSD 01-01.R2, available at [http://senate.csusb.edu/docs/Policies/\(FSD%2001-01.R2\)%20DL%20Policy.pdf](http://senate.csusb.edu/docs/Policies/(FSD%2001-01.R2)%20DL%20Policy.pdf) ), if faculty have chosen to use non-university supported course resources, that “the university will not provide technical support for those resources that the university does not endorse any products which may be advertised through those resources.”
- (b) information regarding minimum computer hardware and software requirements for the class as well as what campus facilities are available to support these requirements for students who cannot afford to buy the technology; and
- (c) alternate procedures for submitting work in the event of technical breakdowns