

• Authorization To Offer Non-Degree Extension Credit Course Through Extended Studies•

1. Desired Term: Fall 2006		Year of implementation: 2006													
2a. Course abbreviation and Number: EDUC E1051	2b. Abbreviated Title: (No more than 25 characters, including spaces) Accreditation Institute														
	4. Number of Units: 1	5. Billing Units: 1													
6. Allowed Student Levels: UG <input checked="" type="checkbox"/> GR <input checked="" type="checkbox"/> EE <input checked="" type="checkbox"/> (Default is to check all three levels)															
7. Grading Method: <input type="checkbox"/> N Normal (N) (Default is Letter Grade +/-, Students may request Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (As for Normal; also allows Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)															
8. Mode of Instruction: (See pages 17-23 at http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">Type of Instruction</th> <th style="padding: 2px;">Number of Credit Units</th> <th style="padding: 2px;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Lecture</td> <td style="padding: 2px;">1</td> <td style="padding: 2px;">02</td> </tr> <tr> <td style="padding: 2px;">Activity</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Lab</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </tbody> </table>		Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	1	02	Activity			Lab		
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Lecture	1	02													
Activity															
Lab															
9. Attributes: Course Requires Consent for Enrollment? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair <input type="checkbox"/> Prerequisites: _____ Co-requisites: _____															
10. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.															
_____ Discipline	_____ Signature	_____ Date	_____ Support <input type="checkbox"/> _____ Oppose <input type="checkbox"/>												
_____ Discipline	_____ Signature	_____ Date	_____ Support <input type="checkbox"/> _____ Oppose <input type="checkbox"/>												


Important : Please Complete

1. Instructor : Greg Gilbert


2. Please complete the **Extension Course Proposal Form**
http://www.csusm.edu/academic_programs/Curriculum_Forms/index.html

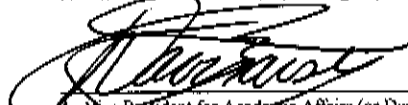
SIGNATURES: (COLLEGE LEVEL)

1. Program Director/Chair N/A Date _____

2. College Dean (or Designee)  Date _____

(UNIVERSITY LEVEL)

3. Dean of Extended Studies (or Designee)  09/19/06 Date _____

4. Vice President for Academic Affairs (or Designee)  9/26/06 Date _____

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OFFICE OF EXTENDED STUDIES EXTENSION COURSE PROPOSAL FORM

In planning the components of our Extended Studies program at Cal State San Marcos, this office consults closely with the academic colleges and departments to determine the suitability of course content, teaching methods and instructor qualifications. To assist us in evaluating your proposed course for credit, please submit this completed form to our office as soon as possible. Questions before you submit? Call me at (760) 750-8713.

- **Course Title:**

Accreditation Institute (hosted by the Academic Senate for California Community Colleges)

- **Course Description:**

The purpose of the Institute is to provide the faculty of California's community college system with information, best practices, workshops, and speakers that center on the connection of local academic senates and the formation of successful accreditation self-studies.

- **Course Objectives:**

Upon completion of the Institute, attendees will understand their legal authority with regards to academic and professional matters and how to work with their local academic senates to apply that authority to course and program planning and assessment. In addition, attendees will understand how planning and assessment relate to all instruction, non-instructional, and administrative functions of their colleges. Finally, attendees will have a fuller appreciation of the issues that relate to accreditation with California's system of higher education, at the regional and federal levels, and in other industrialized countries.

- **Evaluation:**

Students will participate in workshops that require interaction, and they will complete assessment forms that provide a significant opportunity for their responses to what they are learning. Finally, those who register for extended credits will be required to take notes in various sessions for publication on the Academic Senate website. These notes will represent an attendees' portfolio. Grades will be based on attendance, participation, and on the completion of session notes.

- **Course Length:**

The Institute will offer 750 minutes of instruction, the equivalent of fifteen 50-minute contact hours, in addition to outside course work.

- **Proposed Date(s):** January 5 and 6, 2007

- **Location**

The Accreditation Institute will be held at the San Francisco Airport Westin Hotel.

- **Support Needs:**

Any such needs will be seen to by the Academic Senate for California Community Colleges

- **Comments:**

While accreditation workshops have been sponsored by various non-faculty organizations (The Accrediting Commission for Community and Junior Colleges (ACCJC); The Research and Planning Group for California Community Colleges), this is the first such institute to be sponsored and hosted by a statewide faculty organization. The ACCJC (a division of the Western Association of Schools and Colleges [WASC]) introduced new outcomes based standards to the field in 2004, and the Accreditation Institute is being offered to help California's community colleges better understand how to work with the new standards.

*When completed, please return this form, along with an up-to-date resume (with teaching references) to:
Catherine Boyle Asker, Office of Extended Studies, Cal State San Marcos, 333 S. Twin Oaks Valley Rd.,
San Marcos, CA 92096; FAX: (760)750-3138; E-mail: cboyle@csusm.edu*

Gregory W. Gilbert
8938 Balsa Avenue, Yucca Valley, CA 92284
(760) 365-8116; greggilbertcmc@adelphia.net

EDUCATION

M.A., Composition, June 1989, California State University, San Bernardino, 5500 University Parkway, San Bernardino, CA 92407.
M.A. thesis: *The Recursive Value of Non-Utilitarian Writing as Applied to Cognitive Domain Theory*. B.A., English Literature, March 1982, California State University, San Bernardino.

TEACHING

1995-Present. Professor of Communications, Copper Mountain College; P.O. Box 1389, Joshua Tree, CA 92252. Course responsibilities include all writing, literature, and communications offerings, as well as student advising. Recently completed a fourth term as Academic Senate President; tenth year as Faculty Advisor for the campus literary magazine; tenth year as Faculty Advisor for the College's Creative Writing and Literary Society. Selected CMC Professor of the Year (AY 2002/03).

1990-95. California State University, San Bernardino, 5500 University Parkway, San Bernardino, CA 92407. Full-Time Lecturer, Department of English. Course Instructor for English 595 (Graduate Journal), 575 (Graduate Internship), 566 (Special Studies in Writing), 495 (Expository Writing), 320 (Children's Literature), 101 (Freshman Composition), 95 (Intensive English), 85 (Basic English), and UStd37 (Study Skills).

1988-1990. California State University, San Bernardino. Adjunct Faculty, Undergraduate Studies & Department of English, Course Instructor for Study Skills and English Composition. Helped establish an adjunct faculty position at the CSUSB Academic Senate.

1988-1992. Adjunct Faculty, Composition (all levels) at San Bernardino Valley Community College, 701 S. Mt. Vernon, San Bernardino, CA. Also served as CFA Lecturers' Representative and member of CFA Executive Committee and bargaining team. Introduced Master Student study skills program to SBVC in 1991.

PROFESSIONAL

2004 – Who's Who Among America's Teachers, 8th Edition.

1995 – Present. Board Member, Foundation, Copper Mountain College. Chair of Cultural Development Committee for ten years. Formerly chaired Grants Committee and Events Committee for the Foundation.

1999 – 2003. Board Member, Morongo Unified School Board; President of the Board 2000-2001. MUSD covers a large geographic area and is a

high desert, rural school district comprised of 17 schools and 10,000 students.

2001- 2005. President, Academic Senate, Copper Mountain College. CMC became established as a new and independent community college in July 1999. As Senate President, I served four one year terms and oversaw the establishment of the Senate's agenda packet and negotiated the faculty's shared governance policies with the college's Board of Trustees.

2000 – 2003. Copper Mountain College Bargaining Agreement. Worked with two other faculty and representatives from the administration to construct and negotiate the first certificated employee contracts with the college district.

1999 – 2000. Vice-President, Academic Senate, Copper Mountain College.

2000 – 2004. Board Member, Joshua Tree National Park Association. Responsible for overseeing production of the Park's Newsletter. The mission of the JTNP Association is to assist with the preservation, education, historical, and scientific programs for the benefit of the Park and its visitors. Helped develop plans that resulted in present educational programs with the Park.

2003 – Present. Executive Board, Academic Senate for California Community Colleges. Secretary 2005 to present; Representative for Area D (31 colleges, southern quadrant of California) 2003-2005, past chair of Research Committee, Curriculum Committee, hosted the System-wide Curriculum Institute in 2005, served as the Senate liaison to the California Community College Committee of Chief Instructional Officers, authored two adopted ASCCC position papers on accreditation. Representative to Accrediting Commission; the Intersegmental Committee of Academic Senates (CC, CSU, UC); System-wide Vocational Teaching and Educational Act Accountability and Research Committee; American Association of University Professors Accreditation Committee. Presently chairing the Accreditation Ad Hoc Committee and hosting the Senate's first Accreditation Institute in January 2007; serving on the Chancellor's System Advisory Committee on Curriculum; overseeing the System's disciplines review hearing and recommendation as Chair of Standards and Practices. Participated in the drafting of ten other major papers, all adopted for publication and distribution to California's 109 community colleges.

2002 – 2003. Academic Senate for California Community Colleges, Basic Skills Committee member. Co-Authored Basic Skills Position Paper for California's community colleges.

1994-2001. Co-Director, Inland Area Writing Project, Year Round K-12 Summer Institute. Developed and directed first ever and three additional

Weekend Institutes. Worked with K-12 teachers from numerous school districts for six weekends on issues involving composition instruction. 1996-2000. Director, co-founder Inland Area Writing Project Stepping Stones Institute. Worked with school districts to link instruction to community colleges and universities. First Stepping Stones worked with the Morongo Unified School District, Copper Mountain Campus, and California State University, San Bernardino and resulted in a K-12 writing portfolio plan in all disciplines. The second Stepping Stones worked with Victorvalley College and surrounding school districts.

1996-present. Founding editor, CMC's literary magazine, *Howl*. Work with students, local artists and business to produce an 80 page annual magazine which contains poetry, prose, and photography. *Howl* is supported by CMC Foundation funds and provided free to the community.

1996. Title III Grant. Faculty director of honors project; *CMC Guide to Writing*.

1997-99. Program Quality Review consultant in language arts at eight sites within the Morongo Unified School District.

1997-99. Evaluator, Middle School Demonstration Grant in reading for La Contenta Middle School, Morongo Unified School District.

1994-5. Coordinator, Basic & Intensive Writing, CSUSB. Directed holistic assessment each quarter, was available to assist faculty course preparation, worked within the English department to revise assessment criteria. Introduced portfolio assessment to English Department composition courses.

1992-5. Worked on planning and implementation of interdisciplinary graduate program, CSUSB. Participated with faculty from a dozen disciplines to create an interdisciplinary graduate program in Integrative Studies. Team-taught the first core course with two professors (from Education and Communications). Designed the writing assignments and assessment procedures (teaching portfolios, research papers, various journal activities, annotated bibliographies), all based in collaborative pedagogies.

1990-95. Member of English Graduate Committee, CSUSB. Evaluated graduate theses proposals and designed new courses and procedures. In 1992, I chaired a subcommittee that authored the graduate English foreign language requirement. In 1994, I authored the internship procedure for the graduate program. During the 94/95 academic year, the Graduate Committee oversaw a complete redesigning of the program.

1989-1995. Founding Editor of graduate English journal, CSUSB. Published annually, the journal averaged a hundred pages and included student writing (all levels), faculty articles, and submissions from all major composition conferences. The journal played a prominent role at the

Young Rhetoricians' Conference in Monterey each year and was featured in a national anthology of cultural diversity.

1993-1994. Co-coordinator, Graduate Teaching Assistant Program, CSUSB. Directed graduate students in preparation for and teaching of Freshman Composition courses. Chaired TA meetings, led workshops, wrote classroom observations.

1989-1994. Basic Skills advisor for the Intensive Learning Experience (ILE), CSUSB. Oversaw university-wide instruction of pre-baccalaureate math and English. Established connections between classes and university resources and services. Arranged for funding of a Math Center and required tutorial assistance within basic math classrooms. Conducted research and designed a computerized academic skills center. ILE was a state-funded program that allowed a diverse population of students access to regular baccalaureate courses at the university.

1990-1994. Writing-Across-the-Curriculum program, CSUSB. Introduced various processes of composition in Theater Arts, Philosophy, Business Management, Physical Education, and Basic Math.

1989-1994. Faculty Advisor, Graduate English Students' Association, CSUSB. Worked with graduate students to draft a club charter, to raise funds, and to host colloquia on composition, ESL and linguistic issues. In five years, I oversaw funding arrangements that allowed more than 80 graduate students to attend and present at major composition conferences throughout the United States.

1992. Co-authored English Department's *Guide to Writing*, CSUSB. Published by English Department for use in all disciplines and writing courses

1987-1989. Writing Center Consultant. Tutored students in all disciplines with written assignments.

1988-present. Conference presenter, sessions' chair Conference on College Composition and Communication (5 times), Young Rhetoricians (2 times), Pacific Coast Writing Center Conference (2 times), Symposium on University Teaching, Academic Senate for California Community Colleges plenaries (12 times), coordinated and hosted the Academic Senate's Curriculum Institute (2005) and the Accreditation Institute (2007), and presented at many local and regional workshop and colleges throughout California on topics ranging from assessment and writing to curriculum and accreditation over the years. Detailed list available upon request.

PUBLICATIONS

Dozens of essays, papers, poems, and short stories in a range of publications both academic and literary. List available upon request.

PROFESSIONAL ORGANIZATIONS

National Education Association (NEA)
California School Boards Association (CSBA)
National Council of Teachers of English (NCTE)
College Composition and Communications (CCC)
Teaching English in the Two year College (TETYC)
American Association of University Professors (AAUP)
Faculty Association of California Community Colleges (FACCC)

REFERENCES

Available upon request.