

## ACADEMIC SENATE MEETING

Wednesday, February 5, 2014  
1 – 2:50 p.m. (approx.)  
Commons 206

- I. Approval of agenda
- II. Approval of minutes of 12/04/2013 meeting *emailed on 02/03/2014*
- III. Chair's report: [Vivienne Bennett](#) Referrals to committees *attached*
- IV. Vice chair's report: [Laurie Stowell](#)
- V. Secretary's report: [Linda Holt](#) *The following Senate item has been forwarded to the administration:*
  - EC Resolution endorsing LAMP report
  - EC Resolution regarding ROTC
  - FAC University RTP policy: joint appointments language added
- VI. [President's](#) report: Karen Haynes
- VII. [Provost's](#) report: Graham Oberem
- VIII. [ASCSU](#) report: [Glen Brodowsky](#)
- IX. [CFA](#) report, Darel Engen
- X. [ASI](#) report: Matthew Walsh
- XI. Consent Calendar (*pending EC action*) *attached*
  - NEAC Recommendations
  - [UCC](#) Course & program change proposals; course reconciliations from CoBA, CHABSS, CSM, and inactive course list
- XII. Action items *These are items scheduled for a vote, including second reading items.*
  - B. [UCC](#) ANTH 360, 465 *attached, plus supplemental items online*
  - C. [BLP/UCC](#) Kinesiology Master's program *attached* [mescobar@csusm.edu](mailto:mescobar@csusm.edu), [sbeavers@csusm.edu](mailto:sbeavers@csusm.edu)
- XIII. Discussion items *These are items scheduled for discussion, including first reading items.*
  - A. ROTC: Implementation of Senate resolution *attached*
  - B. [GEC](#) GE program mission statement *attached* [mwhittle@csusm.edu](mailto:mwhittle@csusm.edu)
  - C. [SAC](#) Field trips policy, new *attached* [edaniels@csusm.edu](mailto:edaniels@csusm.edu)
  - D. [BLP/UCC](#) Minor in Quantitative Biology & Biostatistics program proposal *attached* [mescobar@csusm.edu](mailto:mescobar@csusm.edu), [sbeavers@csusm.edu](mailto:sbeavers@csusm.edu)
  - E. [APC](#) Graduate probation, disqualification, and reinstatement policy revision\* *attached* [ckumar@csusm.edu](mailto:ckumar@csusm.edu)
  - F. [FAC](#) Sabbatical leave policy revision\* *attached* [cnava@csusm.edu](mailto:cnava@csusm.edu)
  - G. [FAC](#) Faculty awards policy revision\* *attached* [cnava@csusm.edu](mailto:cnava@csusm.edu)
  - H. [LATAC](#) Resolution in support of CALM *attached* [eprice@csusm.edu](mailto:eprice@csusm.edu)
  - I. [BLP](#) Resolution on restructuring *attached* [sbeavers@csusm.edu](mailto:sbeavers@csusm.edu)
  - J. EC Resolution on presidential search process *attached* [vbennett@csusm.edu](mailto:vbennett@csusm.edu)
- XIV. [Standing Cmte](#) reports *written reports attached*
- XV. Senators' concerns and announcements

\*Pending EC action.

**Next meeting: March 5, 2014**

## REFERRALS TO COMMITTEES

Committee	Description
UCC	Curricular forms: indicating opposition
BLP	Draft procedures for moving stateside programs to EL

## CONSENT CALENDAR

### NEAC Recommendations

Committee	Seat & Term	Name(s)
Academic Senate	CHABSS Spring '14	Reuben Mekenye
Academic Senate	CHABSS, 13-15	Rebecca Lush, Jill Watts
Student Grievance Committee	Library 13-15	Susan Thompson
University Intellectual Property Committee	At large 13-15	James Jancovich, CSM

### UCC Course & Program Change Proposals

SUBJ	No.	New No.	Course/Program Title	Form	Originator	To UCC	UCC Approved
GBST	P2		Global Studies	P2	E. Matthews	9/18/2013	12/5/2013
GBST	300		Global Economics, Politics, and Society	C2	E. Matthews	9/18/2013	12/5/2013
PSYC	432		Health Psychology	C2	M. Schustack	9/18/2013	12/5/2013
PSYC	461		Neuropsychopharmacology	C2	M. Schustack	9/18/2013	12/5/2013
PSYC	465		Human Neuropsychology	C2	M. Schustack	9/18/2013	12/5/2013
BIOT	460		Scientific Communication in Biotechnology	C	Bianca Mothe	8/26/2013	1/14/2014
MASS	P2		Bachelor of Arts in Mass Media	P2	K. Brown / V. Pham / J. Lee	9/18/2013	1/23/2014
EDUC	374		Introduction to International Comparative Education	C	Robin Marion	9/19/2013	1/23/2014
COMM	410		Asian Americans and the Media	C	Vincent Pham	9/24/2013	1/23/2014

### Curriculum Reconciliation & Inactive Course List

## COBA

Course and Subject Number	Current Information	Proposed Change	If any requirements are being added or removed, provide a rationale
OM 441	<p>Business Logistics Management</p> <p>Business logistics management is concerned with the physical movement and storage of goods and the associated managerial activities that are important for effective control. Covers the science and art of modeling the economic trade-off involved in supply chain and logistics management, the data requirements and operating parameters required by supply chain models.</p> <p>Topics such as vehicle route design, warehouse size and location decisions, strategic supply chain design, cross-docking locations, and optimal operational strategies</p>	Delete OM 428 as a prerequisite. Replace with OM 302 or OM 305 as a co/pre-requisite with grades of C (2.0) or better.	After careful consideration we have concluded that the students who have already passed the OM 302 or OM 305 (or will concurrently take OM 302 or OM 305 with OM 441) have the capability to take OM 441 even if they have not taken the OM 428.

	are modeled and examined. <i>Enrollment restricted to students who have completed all lower-division pre-business core (major status in Business Administration— i.e., attained business status). Prerequisites: OM 305 or HTM 305 and OM 428 or HTM 428 with grades of C (2.0) or better.</i>		
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### CHABSS

<b>Course and Subject Number</b>	<b>Current Information</b>	<b>Proposed Change</b>	<b>If any requirements are being added or removed, provide a rationale</b>
BRS 301	BRS 301 is currently not listed as fulfilling any requirements for the BRS minor. It also has no enrollment restrictions at the moment.	Include in the BRS Minor under "Methods Choose One:"  "Enrollment restricted to students with Junior or Senior Standing."	This class was specifically developed to cover methods in border studies, and, in fact, is already included as one option in the methods section of the BA in BRS. It should therefore be included as an option for the required methods class for the minor. Further-more, this upper-division course should be restricted to Juniors and Seniors only.
BRS 400	No enrollment restrictions are currently listed, although this is an upper-division course.	"Enrollment restricted to students with Junior or Senior Standing."	
BRS 490	BRS 490 is not currently listed as fulfilling any requirements for the BRS minor. It also has no enrollment restrictions at the moment.	Include in the BRS Minor under "Capstone:"  "Enrollment restricted to students with Junior or Senior Standing."	
BRS 495	This course is currently not listed as fulfilling any requirements in the BRS minor or BA. It also has no enrollment restrictions at the moment.	Include in the BRS Minor and BA under "Capstone course:"  "Enrollment restricted to students with Junior or Senior Standing."	
BRS 498	This course is currently not listed as fulfilling any requirements in the BRS minor or BA. It also has no enrollment restrictions at the moment.	Include in the BRS Minor under "Capstone:"  "Enrollment restricted to students	

		with Junior or Senior Standing.”	
BRS 499	This course is currently not listed as fulfilling any requirements in the BRS minor. It also has no enrollment restrictions at the moment.	Include in the BRS Minor under “Six (6) units selected from the following:”  “Enrollment restricted to students with Junior or Senior Standing.”	
COMM 460 Visual Communication and Rhetoric (3)	Introduction to theories of visual communication, practices of seeing and looking, and approaches to critically analyzing objects of visual culture that come from art, popular culture, and mass media images. Explores how representations play important roles in cultural identity development. Focus on the power of photography in intercultural communication and intercultural relations in constructing images of cultures, nations, and identities.	Introduction to theories of visual communication, practices of seeing and looking, and approaches to critically analyzing objects of visual culture that come from art, popular culture, and mass media images. Explores how representations and the visual play important roles in constructing images of groups, communities, cultures, nations, and identities. Focus on the power of the visual in public discourse and intercultural relations Communication, Culture and Social Context (CCSC), and Mass Communication (MC)	
GEO 102 (3) Oral Communication	Introduction to the form and content of communication. Includes: the linguistic, psychological, and cultural bases of communication; various types of communication ranging from basic speech acts to forms of persuasion and conflict resolution; the social and political significance of communication; how communication operates within and across a wide range of social contexts. Students become actively acquainted with some of the potential proficiencies that may be brought into various social contexts. Requires active participation in classroom exercises, collaborating on a group research project which is presented orally to the class, and practicing public speaking.	Introduction to the form and content of communication. Includes: the linguistic, psychological, and cultural bases of communication; various types of communication ranging from basic speech acts to forms of persuasion and conflict resolution; the social and political significance of communication; how communication operates within and across a wide range of social contexts. Students become actively acquainted with some of the potential proficiencies that may be brought into various social contexts. Requires active participation in classroom exercises and practicing public speaking.	
GEOG 325		Course is required for the Geography minor	
GEOG 330		Course is required for the Geography minor	
GEOG 491		Course is required for the Geography minor	
HIST 102	Surveys the history of the world from the commercial empires Of the 16th Century to the present. Examines global convergences, colonialism, imperialism, and the modern world system.	Surveys the history of the world from the 16th Century to the present. Examines transcultural interactions, colonialism, revolutions, industrialization, the world wars and the origins of the modern world.	

HIST 301	Explores the various approaches historians take to their study and a variety of styles of historical writing including analytical reviews, abstracts, and the research paper.	Offers an introduction to historical methodology and theory. Explores the various approaches historians take to their study and the variety of tools historians use, including digital history. Students will produce an original research project based on primary sources, in engagement with existing historical scholarship.	
HIST 325	Political, social, and cultural responses to revolutionary movements in Europe from 1789 to the present. Explores the role of class, gender, and ideology, as well as political and economic structures in both “successful” and “failed” revolutions from the French Revolution through recent struggles in eastern Europe.	Examines revolutionary movements in modern European history, from the French Revolution of 1789 to the overthrow of communism in Eastern Europe in 1989. Course examines what distinguishes “successful” revolutions from “failed” ones, and looks at the role of ideas, economic interests, and gender in the making of each revolution.	
HIST 381	Compares French colonialism in a variety of contexts, such as Haiti, Algeria, and Vietnam. Examines the perspective of the colonizers and the colonized, and brings together works of colonial theory, history, literature, and film. Explores the economic, cultural, political, and social aspects of colonialism French-style, from the eighteenth century to the present.	Compares French colonialism in a variety of contexts, such as Haiti, Algeria, and Vietnam. Examines the perspectives of the colonizers and the colonized, using works of colonial theory, history, literature, and film. Explores the economic, cultural, political, and social aspects of French colonialism, from the eighteenth century to the present.	
LING 305	LING 305 is currently listed as a prerequisite for LING 361 (along with LING 300), and as recommended preparation for LING 391 (along with LING 300, GRMN 331, and SPAN 331).	Remove LING 305 from these lists of prerequisites and recommended preparation	
LING 371	LING 371: Language and Culture. An exploration of the way language shapes and is shaped by culture. Investigates different aspects of languages structure which exhibit cultural variation, patterns of cognition and language acquisition, and the socio-linguistic and psycho-linguistic dimensions of cultural variation. It highlights data from English, Spanish, and immigrant and indigenous languages of California.	LING 371: Linguistic Anthropology. An exploration of the way language shapes and is shaped by culture. Investigates different aspects of languages structure which exhibit cultural variation, patterns of cognition and language acquisition, and the socio-linguistic dimensions of cultural variation. Highlights dialect variation, Ebonics, bilingualism, and considers them in light of concepts such as speech communities, language ideology, and performativity.	

<p>MASS 306 Media Distribution: National and International (3)</p>	<p>MASS 306 Media Distribution: National and International (3) Examines the distribution of media products, and focuses on identifying and critiquing distribution patterns, structures, practices, and the institutions that offer mediated experience. Highlights two parallel trends in the context of technological advances and convergences: consolidation of mass media industries, and the simultaneous empowerment of independent and guerilla distribution. Students will be able to examine and work within a number of distributor models and strategies including grass-roots/community media, self-publishing, viral marketing, festivals, tradeshow, pod and web casting, and learn about the communication processes used to create distribution networks. (MUE, MOS, MPP)</p>	<p>Delete from catalog</p>	
<p><b>MASS 424 Media Genres (3)</b></p>	<p><b>MASS 424 Media Genres (3)</b> Examines how media production participants develop products that fit common formats (e.g., sitcoms, soaps, heavy metal, rap, action films, comedies); how production participants and audiences develop recognition and understandings of genres and their conventions; and how production processes differ for various formats. Students consider the persistence and change of common cultural forms. Students have the opportunity to create media projects applying course concepts. <i>Prerequisite: MASS 302 or consent of instructor. [COMM 400 may be substituted for this course] (MMP)</i></p>	<p>Delete from catalog</p>	
<p>MASS 431 Politics and Practices of Editing (3)</p>	<p>MASS 431 Politics and Practices of Editing (3) This course is an introduction to the history and development of motion picture editing. During the course, students will have many opportunities to hone their creative and technical skills in editorial choices for the moving image. This subject, which is the first editing course taken by students in the Communication Department, aims to provide students with proficient and creative use of the digital editing station as well as analytical skills in the politics of editing strategies. All work will be discussed from historical, aesthetic, theoretical, and technical points of view. We will look at a varied large template of non-fiction and fiction films and videos and discuss their associated meaning via juxtaposition of sound and image relationships.</p>	<p>Delete from catalog</p>	

<b>MASS 432 Media Narrative (3)</b>	<b>MASS 432 Media Narrative (3)</b> This course explores narrative within traditional and modern media communications. Students examine story structure in newspaper and TV reportage, comic books, fiction film, reality television, web content, and computer gaming. Coursework develops critical ability to understand how various narratives create hegemonic or alternative models of the world, and gives students the tools to express themselves powerfully in any media.	Delete from catalog	
<b>MASS 433 Screenwriting (3)</b>	<b>MASS 433 Screenwriting (3)</b> Explores the theory and practice of feature-length screenwriting and narrative, as commonly seen in fiction film and television, as well as in creative documentaries. Through theory and workshop sessions, this course examines structure, archetypes, character, theme, plot, conflict, action, and dialogue. Students create scenes and outlines, analyzing and revising their own original feature-length stories. Recommended that students take MASS 432, Media Narrative first, but not required.	Delete from catalog	
<b>MASS 457 Video Studio Production (3)</b>	<b>MASS 457 Video Studio Production (3)</b> Focuses on integrating political and social analysis with studio production. Discussions of community-based media and independent media makers will be used in creating alternatives to corporate commercial media. The course provides the technical means and creative encouragement to make alternative studio productions. All work will be produced in the studio and transmitted to on and off-campus audiences while encouraging dialogue about difference and power, media representation and reception. <i>Prerequisite: MASS 302 or consent of instructor. (MMP)</i>	Delete from catalog	
PSCI 301	This course is currently not listed as fulfilling any requirements for the BRS minor.	Include in the BRS Minor under "Methods"	
PSCI 321 Making Public Policy	Analysis of the process of policy making in the United States from problem identification through policy formulation, adoption, implementation, and evaluation of impact. Analysis applied to such areas as welfare, environment, crime, taxation, and government spending. Enrollment Requirement: Completion of the Lower-Division General Education requirement in U.S. Constitution (Dc). (USGP)	Analysis of the process of policy making in the United States, from problem identification through policy formulation, adoption, implementation and evaluation of impact. Analysis applied to such areas such as social policy, health care and inequality. Enrollment requirement: Completion of the Lower-Division General Education requirement in U.S. Constitution (Dc).	

PSCI 341 Latin American Politics Through Film	Through a series of films, documentaries, readings, and group discussion, the course is designed to bring to life a startling diverse region that encompasses great wealth and desperate poverty, countries as tiny as Cuba and as enormous as Brazil, with democratic and authoritarian governments and a complex, multicultural heritage. Together with PSCI 449C. May be repeated for a total of six (6) units with consent of instructor. Recommended Preparation; PSCI 331 (CP)	Through a series of films, documentaries, readings, and group discussion, the course is designed to bring to life a startling diverse region that encompasses great wealth and desperate poverty, with democratic and authoritarian governments and a complex, multi-cultural heritage. May be repeated for a total of six (6) units with consent of instructor. Recommended preparation; PSCI 331 (Comparative Politics)	
PSCI 361 U.S. – Latin American Relations	Relations among Latin American states, U.S. Canadian Latin American relations, and Latin American role in global affairs. Recommended Preparation PSCI 350 (INP)	Examines relations between the U.S. and Latin America, including an overview of significant historical epochs and the analysis of major contemporary political issues. (International Politics)	
PSCI 431 Global Development	Analysis of the process and problems of political development in the Third World. Influence of economic problems, international relations, and cultural factors. Recommended Preparation. PSCI 331 (CP)	Analysis of the process and challenges of political development in developing countries. Influence of economic problems, international relations, and cultural factors. Recommended Preparation. PSCI 331 (CP)	
PSCI 494 Senior Seminar in Political Science	This course or PSCI 493 is required for all political Science majors and must be taken in the last semester of the major. This is the “capstone” course for political science in which majors integrate previous work in political science, write a series of thought papers, and complete a research project and senior portfolio. Enrollment restricted to Political Science majors with senior status who have obtained consent of instructor. Prerequisite: PSCI 301, 331, 350, and 370 with a minimum grade of C (2.0).	Capstone course integrates previous PSCI coursework in political science. Required for all Political Science majors and must be taken in the last year upon successful completion of the Political Science core courses. Enrollment restricted to Political Science majors with senior status who have obtained consent instructor. Prerequisite: PSCI 301, 331, 350, and 370 with a minimum grade of C or better (2.0).	
PSYC 465	Prerequisite: PSYC 360 or 362 must be completed with a grade of C (2.0) or better. Enrollment restricted to students who have obtained consent of instructor.	Prerequisite: PSYC 360 or 362 must be completed with a grade of C (2.0) or better.	Instructor consent was put in at a time when students often did not have the prerequisites, since we had limited course offerings. This is no longer appropriate, since we enforce the prerequisites.
SOC 105		Add to Criminology and Justice Studies minor requirements	325 is required for the minor and we want our intro course, 105, to be a prereq for 325 (see above)



			given our revised SLOs, also per recommendations and reflections during program review; will only impact our minors
SOC 313		List SOC 313 as the required course in the Critical Race Studies Concentration (it is the “gateway” course for that concentration” in the SOC BA	This is how it was in the catalog and not sure how it got dropped off but it should be in the same model as the other concentrations (e.g, like 309 and Aging Concentration and like 303 in Families concentration)
SOC 322	Youth Gangs	Name change: Critical Perspectives <del>in</del> on Youth Gangs	
SOC 325		Add SOC 105 Intro to Justice Studies as prerequisite	Following self-assessment and external reviewer recommendations during our recent program review —will only impact our minors/ majors
SOC 348 American Indian Communities		Include as an elective for the Critical Race Studies and the Standard concentration in Sociology, also as an elective for Area 2 of Criminology/ Justice Studies major	
SOC 418		Include as an elective for the Children Youth and Families concentration and Standard Concentration in SOC BA and for Area 1 (area one) of the Criminology and Justice Studies major	
SOC 448	Racial Profiling	List SOC 313 as recommended (but not required)	

CSM

Course and Subject Number	Current Information	Proposed Change	If any requirements are being added or removed, provide a rationale
BIOL 177	<p>Introduction to Human Anatomy and Physiology for Kinesiology I The first in a two-course series designed to introduce the principles of human anatomy and physiology for students in Kinesiology. Taught from a systems perspective students will learn basic physiological principles and mechanisms along with their associated anatomical basis. Includes anatomical terminology, cell and tissue structure and function, basic bio-chemical and metabolic pathways, nervous system and the senses, and the integumentary, skeletal, muscular, and excretory systems. <i>Three hours of lecture and three hours of laboratory. Enrollment restricted to Kinesiology majors.</i></p>	<p>Introduction to Human Anatomy and Physiology for Kinesiology I The first in a two-course series designed to introduce the principles of human anatomy and physiology for students in Kinesiology. Taught from a systems perspective students will learn basic physiological principles and mechanisms along with their associated anatomical basis. Includes anatomical terminology, cell and tissue structure and function, basic biochemical and metabolic pathways, nervous system and the senses, and the integumentary, skeletal, muscular, and excretory systems. <i>Three hours of lecture and three hours of laboratory. Enrollment restricted to Kinesiology majors. Co/Prerequisite BIOL 104.</i></p>	<p>Added BIOL 104 as a co/pre-req to maximize the students prep and success in BIOL 177</p>
BIOL 351	<p>Molecular Cell Biology An integrated view of contemporary molecular biology, biochemistry, and cell biology. The fundamental principles of molecular biology including DNA replication, mechanisms and regulation of transcription and translation, and nucleic acid and protein structure and function will be presented and interwoven with some of the more traditional topics in cell biology and biochemistry. Examines the molecular basis of membrane structure and transport, cytoplasmic structure, and energy metabolism, organelle structure and function, cell motility, and cell-cell interaction and signal transduction. <i>Three hours of lecture, one hour seminar, three hours laboratory. Prerequisite: BIOL 210, 211 and 215 with grades of C (2.0) or better.</i></p>	<p>Molecular Cell Biology An integrated view of contemporary molecular biology, biochemistry, and cell biology. The fundamental principles of molecular biology including DNA replication, mechanisms and regulation of transcription and translation, and nucleic acid and protein structure and function will be presented and interwoven with some of the more traditional topics in cell biology and biochemistry. Examines the molecular basis of membrane structure and transport, cytoplasmic structure, and energy metabolism, organelle structure and function, cell motility, and cell-cell interaction and signal transduction. <i>Three hours of lecture, one hour seminar, three hours laboratory. Prerequisite: BIOL 210, 211 and 215 with grades of C (2.0) or better OR enrollment in Master of Science in Biology Program.</i></p>	<p>Added language to allow graduate students to enroll to make up deficiencies.</p>

BIOL 352	Genetics Detailed study of classical transmission, molecular quantitative and population genetics. Included will be current observations and concepts of the nature, organization, function and regulation of the expression of genetic material. Subject matter covered includes mechanisms of genetic conveyance, recombination, mapping, mutation and repair, RNA and DNA viruses, karyotyping, human genetics, and genetics of organelles. <i>Three hours lecture and three hours laboratory. Prerequisite: BIOL 210, 211, and 215 with grades of C (2.0) or better.</i>	Genetics Detailed study of classical transmission, molecular quantitative and population genetics. Included will be current observations and concepts of the nature, organization, function and regulation of the expression of genetic material. Subject matter covered includes mechanisms of genetic conveyance, recombination, mapping, mutation and repair, RNA and DNA viruses, karyotyping, human genetics, and genetics of organelles. <i>Three hours lecture and three hours laboratory. Prerequisite: BIOL 210, 211, 212, and 215 with grades of C (2.0) or better OR enrollment in Master of Science in Biology Program.</i>	Added 212 as a pre-req because this knowledge is integral to understanding the concepts of 352. Added language to allow graduate students to enroll to make up deficiencies.
BIOL 353	Comparative Animal Physiology A comparative survey of physiological adaptations including gas transport, metabolism, temperature and dehydration tolerance, and locomotion. <i>Prerequisite: BIOL 210, 211 and 215 with grades of C (2.0) or better.</i>	Comparative Animal Physiology A comparative survey of physiological adaptations including gas transport, metabolism, temperature and dehydration tolerance, and locomotion. <i>Prerequisite: BIOL 210, 211 and 215 with grades of C (2.0) or better OR enrollment in Master of Science in Biology Program.</i>	Added language to allow graduate students to enroll to make up deficiencies.
BIOL 354	Principles of Ecology Discussion of major concepts in population, community, and evolutionary ecology including population growth and regulation, competition, predation, energetics, adaptations, and diversity. <i>Weekend field trips may be required. Three hours of lecture and three hours of laboratory. Prerequisite: BIOL 210, 211, and 215 with grades of C (2.0) or better.</i>	Principles of Ecology Discussion of major concepts in population, community, and evolutionary ecology including population growth and regulation, competition, predation, energetics, adaptations, and diversity. <i>Weekend field trips may be required. Three hours of lecture and three hours of laboratory. Prerequisite: BIOL 210, 211, 212, and 215 with grades of C (2.0) or better OR enrollment in Master of Science in Biology Program.</i>	Added 212 as a pre-req because this knowledge is integral to understanding the concepts of 354. Added language to allow graduate students to enroll to make up deficiencies.

<p>BIOL 363,367,370, 372,374, 375,379,380, 380L,381, 381L,382,38 3,384,386, 386L, 387,387L,38 8, 389, 390, 390L, 396, 397, 400, 400L, 477</p>	<p>.....Enrollment Requirement:.....</p>	<p>.....Prerequisite:.....</p>	<p>As discussed with R. Eisenbach, we would like to change the term Enrollment Requirement to Prerequisite for all of these courses to ensure for auto-matic enforcement of lower division preparation by PeopleSoft. Right now we are having to do it manually.</p>
<p>BIOL 400</p>	<p>Vertebrate Biology Introduction to vertebrate animals, including overview of their evolution, systematics, anatomy, physiology, ecology and behavior. Major subjects will include, water-to-land transition, origins of amniotic egg, flight and endothermy, patters of social organization and mating systems, and general life-history strategies. Courses will emphasize terrestrial vertebrates of the San Diego area. <i>May not be taken by students who have received credit for BIOL 378. Field trip(s) outside the class may be required. Enrollment Requirement: BIOL 210 and 211.</i></p>	<p>Vertebrate Biology Introduction to vertebrate animals, including overview of their evolution, systematics, anatomy, physiology, ecology and behavior. Major subjects will include, water-to-land transition, origins of amniotic egg, flight and endothermy, patters of social organization and mating systems, and general life-history strategies. Courses will emphasize terrestrial vertebrates of the San Diego area. <i>Field trip(s) outside the class may be required. Prerequisite: BIOL 210, 211 and 212 OR enrollment in the Master of Science Biology Program.</i></p>	<p>Removed reference to 378 because it has been gone long enough (was changed to 400). Added 212 as a prerequisite because this knowledge is integral to understanding the concepts of 400.</p>
<p>BIOL 400L</p>	<p>Vertebrate Biology Laboratory Provides hands-on experience in identifying terrestrial vertebrates of Southern California. Using preserved specimens and interactive computer programs, students will learn to use and develop dichotomous species keys and to identify vertebrates by sight and sound. Students will design and conduct independent field research projects. <i>Course will possibly include visits to local museums, zoos and aquaria. May not be taken by students who have received credit for BIOL 378L. Three hours of laboratory. Field trip(s) outside of class may be required. Co/Prerequisite: BIOL 400. Enrollment Requirement: BIOL 210 and 211.</i></p>	<p>Vertebrate Biology Laboratory Provides hands-on experience in identifying terrestrial vertebrates of Southern California. Using preserved specimens and interactive computer programs, students will learn to use and develop dichotomous species keys and to identify vertebrates by sight and sound. Students will design and conduct independent field research projects. <i>Course will possibly include visits to local museums, zoos and aquaria. Three hours of laboratory. Field trip(s) outside of class may be required. Co/Prerequisite: BIOL 400. Prerequisite: BIOL 210, 211 and 212 OR enrollment in the Master of Science Biology Program.</i></p>	<p>Removed reference to 378L because it has been gone long enough (was changed to 400). Added 212 as a pre-req because this knowledge is integral to understanding the concepts of 400L. Changed wording from Enrollment Requirement to Prerequisite for automatic enforcement by PeopleSoft.</p>
<p>BIOL 476</p>	<p>Neurobiology Introduction to invertebrate and vertebrate nervous systems, including anatomical organization. Focus on cellular/biochemical approaches to understanding neuronal development and functioning, synaptic transmission, the specificity of neuronal action and</p>	<p>Neurobiology Introduction to invertebrate and vertebrate nervous systems, including anatomical organization. Focus on cellular/ biochemical approaches to understanding neuronal development and functioning, synaptic transmission, the specificity</p>	<p>Removed reference to 376 (outdated) and changed co/prerequisite to prerequisite only for 353.</p>

	the complexity of nerve system functioning. <i>May not be taken for credit by students who have received credit for BIOL 376. Co/Prerequisite: BIOL 353.</i>	of neuronal action and the complexity of nerve system functioning. <i>Prerequisite: BIOL 353 OR enrollment in the Master of Science Biology Program.</i>	
BIOL 489	A research project in the laboratory or field, generated in collaboration with a faculty member. May be repeated once for credit, or the project may be continued for an additional semester as part of BIOL 499. Enrollment restricted to students who have obtained consent of instructor	A research project in the laboratory or field, generated in collaboration with a faculty member. May be repeated once for credit and then further repeated for an unrestricted number of additional semesters not for credit to the major. Enrollment restricted to students who have obtained consent of instructor.	The C2 form for this change has already been submitted to UCC but we didn't know if we should add the language change here too.
BIOL 504	Virology A comparative survey of bacterial, animal and plant virus variations, including retroviruses and prions. Emphasis is placed upon the variations in structure, nucleic acid composition, and replication patterns. The relationship of viruses to disease is given serious consideration. <i>Co/prerequisite: BIOL 352.</i>	Virology A comparative survey of bacterial, animal and plant virus variations, including retroviruses and prions. Emphasis is placed upon the variations in structure, nucleic acid composition, and replication patterns. The relationship of viruses to disease is given serious consideration. <i>Co/prerequisite: BIOL 352 OR enrollment in the Master of Science Biology Program.</i>	Added language to allow grad students to enroll.
BIOL 505	Physiological Ecology Advanced exploration of the interactions between animals and their environment. Focuses on major life processes such as respiration, endothermy versus ectothermy, torpor, hibernation, and the physiological trade-offs between growth, storage, reproduction and survival. Physiological features of animals that permit them to live in extreme environments including the deep sea, deserts, boreal/polar regions, and caves will be discussed. <i>Field trip(s) outside of class may be required. Enrollment Requirement: 210 and 211. Prerequisite for undergraduates and enrollment requirement for graduate students: BIOL 354.</i>	Physiological Ecology Advanced exploration of the interactions between animals and their environment. Focuses on major life processes such as respiration, endothermy versus ectothermy, torpor, hibernation, and the physiological trade-offs between growth, storage, reproduction and survival. Physiological features of animals that permit them to live in extreme environments including the deep sea, deserts, boreal/ polar regions, and caves will be discussed. <i>Field trip(s) outside of class may be required. Enrollment Requirement: 210 and 211. Prerequisite: 210, 211 and 353 for undergraduates OR enrollment in the Master of Science Biology Program.</i>	Want to change the prerequisite from 354 to 353 as this will better prepare the students for the course content.

BIOL 513	<p>Ecology of Parasitism Parasites have regulatory effects on host populations, impart significant economic impact, and are sensitive indicators of pollution as well as other natural and anthropogenic effects. Examines the interaction of parasites with their hosts. The host-parasite interaction creates a unique physiological and genetic system as both host and parasite adjust and adapt to the pressures imposed by the other. Modes of parasitism, life cycles, mechanisms of infection, alteration of host behavior, and novel physiological pathways will be examined as a biological arms race is waged between genetically distinct organisms. May not be taken for credit by students who have received credit for BIOL596K. Enrollment Requirement: BIOL 210, 211, and 212. Prerequisite: BIOL 354.</p>	<p>Ecology of Parasitism Parasites have regulatory effects on host populations, impart significant economic impact, and are sensitive indicators of pollution as well as other natural and anthropogenic effects. Examines the interaction of parasites with their hosts. The host-parasite inter-action creates a unique physiological and genetic system as both host and parasite adjust and adapt to the pressures imposed by the other. Modes of parasitism, life cycles, mechanisms of infection, alteration of host behavior, and novel physiological pathways will be examined as a biological arms race is waged between genetically distinct organisms. Prerequisite: BIOL 354 OR enrollment in the Master of Science Biology Program.</p>	<p>Cleaned up language, added ability for graduate students to enroll without 354 on record</p>
BIOL 531	<p>Biological Data Analysis I – Linear Models. A large fraction of common statistical analysis types in the biological sciences can be expressed as a linear model. Teaches students to use linear models to statistically analyze data, and emphasizes the conceptual unity of seemingly disparate analytical techniques. Specific analysis types will include: analysis of variance, analysis of covariance, linear regression, logistic regression, and log linear models. New advances in likelihood-based model selection will also be addressed. Additional subjects will be selected by students. May not be taken for credit by students who have received credit for BIOL 596H. Enrollment Requirement: BIOL 215 and BIOL 215L or Graduate standing.</p>	<p>Biological Data Analysis I – Linear Models. A large fraction of common statistical analysis types in the biological sciences can be expressed as a linear model. Teaches students to use linear models to statistically analyze data, and emphasizes the conceptual unity of seemingly disparate analytical techniques. Specific analysis types will include: analysis of variance, analysis of covariance, linear regression, logistic regression, and log linear models. New advances in likelihood-based model selection will also be addressed. Additional subjects will be selected by students. Prerequisite: BIOL 215 OR enrollment in the Master of Science Biology Program.</p>	<p>BIOL 215 no longer has a lab section. BIOL 596H was a topics course, and everyone who took it has long since graduated. We want BIOL 215 or graduate standing to be prerequisites for this advanced statistics class.</p>
BIOL 532	<p>Biological Data Analysis II — Multivariate Analysis From molecular biology to ecosystem studies, technology is facilitating collection of large, multivariate biological data sets. Multivariate analyses seek to simplify, summarize, and test hypotheses about these complex data sets. Addresses major issues in multivariate analysis, and will introduce students to common analysis types and visualization approaches. Subjects covered will include: principal components analysis, discriminant analysis, canonical correlation, and redundancy analysis. Additional</p>	<p>Biological Data Analysis II — Multivariate Analysis. From molecular biology to eco-system studies, technology is facilitating collection of large, multivariate biological data sets. Multivariate analyses seek to simplify, summarize, and test hypo-theses about these complex data sets. Addresses major issues in multivariate analysis, and will introduce students to common analysis types and visualization approaches. Subjects covered will include: principal components analysis, discriminant analysis, canonical correlation, and</p>	<p>BIOL 215 no longer has a lab section. BIOL 596H was a topics course, and everyone who took it has long since graduated. We want BIOL 215 or graduate standing to be prerequisites for this advanced statistics class.</p>

	subjects will be selected by students based on their needs and interests. May not be taken for credit by students who have received credit for BIOL 596H. Enrollment Requirement: BIOL 215 and BIOL 215L or Graduate standing.	redundancy analysis. Additional subjects will be selected by students based on their needs and interests. Prerequisite: BIOL 215 OR enrollment in the Master of Science Biology Program.	
BIOL 534	Geographic Information Systems Applications in Landscape Ecology Explores how landscape structure and pattern affect ecological processes, at the individual, population, community, and ecosystem levels. Applications to land use planning and conservation biology will be covered. The primary enabling technologies for this new, rapidly growing discipline include remote sensing (such as satellite imagery) and geographic information systems (GIS), which will be covered during a weekly lab session. May not be taken for credit by students who have received credit for BIOL 596J and 597C.	Geographic Information Systems Applications in Landscape Ecology Explores how landscape structure and pattern affect ecological processes, at the individual, population, community, and ecosystem levels. Applications to land use planning and conservation biology will be covered. The primary enabling technologies for this new, rapidly growing discipline include remote sensing (such as satellite imagery) and geographic information systems (GIS), which will be covered during a weekly lab session. Prerequisites: BIOL 354 OR enrollment in the Master of Science Biology Program.	BIOL 596 and 597 were Topics versions of the same class, but everyone who took them has graduated. This is a graduate-level ecology class, and we want to use our BIOL 354 core ecology class as a prerequisite.
BIOL 560	Seminar in Molecular Cell Biology Readings from the original literature, discussions, and writing on selected current subjects in cell and molecular biology. <i>May be repeated with new content for a maximum of four (4) units toward the Master's degree.</i>	Seminar in Molecular Cell Biology Readings from the original literature, discussions, and writing on selected current subjects in cell and molecular biology. <i>May be repeated with new content for a maximum of four (4) units toward the Master's degree. Prerequisite: BIOL 351 for undergraduates OR enrollment in the Master of Science Biology Program.</i>	Added relevant prerequisite for undergraduates to maximize their preparation for the course
BIOL 561	Seminar in Genetics Readings from the original literature, discussions, and writing on selected current subjects in genetics. <i>May be repeated with new content for a maximum of four (4) units toward the Master's degree.</i>	Seminar in Genetics Readings from the original literature, discussions, and writing on selected current subjects in genetics. <i>May be repeated with new content for a maximum of four (4) units toward the Master's degree. Prerequisite: BIOL 352 for undergraduates OR enrollment in the Master of Science Biology Program.</i>	Added relevant prerequisite for undergraduates to maximize their preparation for the course
BIOL 563	Seminar in Physiology Readings from the original literature, discussions, and writing on selected current subjects in physiology. <i>May be repeated with new content for a maximum of four (4) units toward the Master's degree.</i>	Seminar in Physiology Readings from the original literature, discussions, and writing on selected current subjects in physiology. <i>May be repeated with new content for a maximum of four (4) units toward the Master's degree. Prerequisite: BIOL 353 for undergraduates OR enrollment in the Master of Science Biology Program.</i>	Added relevant prereq for undergraduates to maximize their preparation for the course
BIOL 564	Seminar in Evolution Readings from the original literature, discussions, and writing on selected current subjects in evolution. <i>May be repeated with new content for a maximum of four (4) units toward the Master's degree.</i>	Seminar in Evolution Readings from the original literature, discussions, and writing on selected current subjects in evolution. <i>May be repeated with new content for a maximum of four (4) units toward the Master's degree. Prerequisite: BIOL 212 for undergraduates OR enrollment in the Master of Science Biology Program.</i>	Added relevant prerequisite for undergraduates to maximize their preparation for the course

BIOL 565	Seminar in Ecology Readings from the original literature, discussions, and writing on selected current subjects in ecology. <i>May be repeated with new content for a maximum of four (4) units toward the Master's degree.</i>	Seminar in Ecology Readings from the original literature, discussions, and writing on selected current subjects in ecology. <i>May be repeated with new content for a maximum of four (4) units toward the Master's degree. Prerequisite: BIOL 354 for undergraduates OR enrollment in the Master of Science Biology Program.</i>	Added relevant prerequisite for undergraduates to maximize their preparation for the course
BIOL 566	Seminar in Aquatic Biology Readings from the original literature, discussions, and writing on selected current subjects in aquatic biology. <i>May be repeated with new content for a maximum of four (4) units toward the Master's degree.</i>	Seminar in Aquatic Biology Readings from the original literature, discussions, and writing on selected current subjects in aquatic biology. <i>May be repeated with new content for a maximum of four (4) units toward the Master's degree. Prerequisite: BIOL 354 for undergraduates or OR enrollment in the Master of Science Biology Program.</i>	Added relevant prerequisite for undergraduates to maximize their preparation for the course
BIOL 698 (B to F)	.....Enrollment Requirement:.....	.....Prerequisite:.....	As discussed with Dr. Eisenbach, we would like to change the term Enrollment Requirement to Prerequisite for this course to ensure grad students are not enrolling in 698 prematurely without approval from the graduate coordinator/chair.



## Inactive Courses

Subject	Number	Course Title	Inactivation Term	Can be Reactivated by memo until	Extension granted to be reactivated by memo until
ACCT	315	ACCOUNTIN INFORMATION SYSTEMS	Prior to F 2011	Fall 2014	Fall 2016
ACCT	420	MANAGERIAL ACCT IN GOV & NPO	Prior to F 2011	Fall 2014	Fall 2016
ACCT	483	SEL TOPICS IN ACCOUNTANCY	Prior to F 2011	Fall 2014	Fall 2016
ACCT	484	SEL TOPICS IN ACCOUNTANCY	Prior to F 2011	Fall 2014	Fall 2016
ACCT	485	SEL TOPICS IN ACCOUNTANCY W LAB	Prior to F 2011	Fall 2014	Fall 2016
ANTH	302	ANTHROPOLOGY OF HEALTH CARE	Prior to F 2011	Fall 2014	Fall 2016
BA	501	MGMT DECISION MAKING & ANALYSIS	Prior to F 2011	Fall 2014	Fall 2016
BA	502	MANAGEMENT OF COMPLEX ORGS	Prior to F 2011	Fall 2014	Fall 2016
BA	628	BUSINESS RESEARCH METHODS	Prior to F 2011	Fall 2014	Fall 2016
BA	641	GLBL BUS STRAT FROM MKTG PERSP	Prior to F 2011	Fall 2014	Fall 2016
BA	646	SIMULATION & RISK ANALYSIS	Prior to F 2011	Fall 2014	Fall 2016
BA	660	MANAGING CHANGE & INNOVATION	Prior to F 2011	Fall 2014	Fall 2016
BA	667	SUPPLY CHAIN MANAGEMENT	Prior to F 2011	Fall 2014	Fall 2016
BA	681	MASTER'S PROJECT EXTENSION	Prior to F 2011	Fall 2014	Fall 2016
BIOL	110	CRITICAL THINKING IN BIOLOGY	Prior to F 2011	Fall 2014	Fall 2016
BIOL	322	STRESS BIOLOGY	Prior to F 2011	Fall 2014	Fall 2016
BIOL	371	PLANT GROWTH & DEVELOPMENT	Prior to F 2011	Fall 2014	Fall 2016
BIOL	385	TECHNIQUES IN ECOLOGY	Prior to F 2011	Fall 2014	Fall 2016
BIOL	510	ADV MOLECULAR BIOLOGY	Prior to F 2011	Fall 2014	Fall 2016
BIOL	530	MICROBIAL ECOLOGY	Prior to F 2011	Fall 2014	Fall 2016
CHEM	251	QUANT CHEM EQUILIBRIUM	Prior to F 2011	Fall 2014	Fall 2016
CHEM	305	POLYMER CHEMISTRY	Prior to F 2011	Fall 2014	Fall 2016
CHEM	400	PHYS SCI FOR ELEM SCHOOL TCHRS	Prior to F 2011	Fall 2014	Fall 2016
CS	101	CRIT THINKING WITH COMPUTERS	Prior to F 2011	Fall 2014	Fall 2016
CS	280	WKSHP ON COMP SYS ENV	Prior to F 2011	Fall 2014	Fall 2016
CS	281	WORKSHOP ON PROGRAMMING	Prior to F 2011	Fall 2014	Fall 2016
CS	303	SOC & ORG IMPACTS OF COMPUTING	Prior to F 2011	Fall 2014	Fall 2016
CS	380	TUTORIAL METHODS ON COMPUTING	Prior to F 2011	Fall 2014	Fall 2016
CS	490	SENIOR SEMINAR	Prior to F 2011	Fall 2014	Fall 2016
CS	514	ALG FOR PARALLEL PROCESSING	Prior to F 2011	Fall 2014	Fall 2016
CS	515	NUMERICAL PARALLEL ALGORITHMS	Prior to F 2011	Fall 2014	Fall 2016
CS	633	ADVANCED OPERATING SYSTEMS	Prior to F 2011	Fall 2014	Fall 2016
CS	634	COMP SYS MODELING & EVALUATION	Prior to F 2011	Fall 2014	Fall 2016
CS	690	GRADUATE SEMINAR	Prior to F 2011	Fall 2014	Fall 2016
ECON	311	COMPARATIVE ECONOMIC SYSTEMS	Prior to F 2011	Fall 2014	Fall 2016
ECON	323	HEALTH ECONOMICS	Prior to F 2011	Fall 2014	Fall 2016
ECON	330	ECONOMICS OF WALL STREET	Prior to F 2011	Fall 2014	Fall 2016
ECON	341	ECONOMICS OF WOMEN & MEN	Prior to F 2011	Fall 2014	Fall 2016
EDMS	571(I)	BEGINNING ELEM INTERN TCHNG	Prior to F 2011	Fall 2014	Fall 2016
EDMS	572 (I)	ED SPECLST BEGINNING STUDENT TCHNG	Prior to F 2011	Fall 2014	Fall 2016
EDUC	406A	EFFECT TUTORING FOR K-6 CLASSROOMS	Prior to F 2011	Fall 2014	Fall 2016
EDUC	406B	EFFECT TUTORING FOR K-6 CLASSROOMS	Prior to F 2011	Fall 2014	Fall 2016
EDUC	407A	EFFECT TUTORING FOR 6-12 CLASSROOMS	Prior to F 2011	Fall 2014	Fall 2016
EDUC	407B	EFFECT TUTORING FOR 6-12 CLASSROOMS	Prior to F 2011	Fall 2014	Fall 2016
EDUC	500	COMP-BASED TECH IN EDUC	Prior to F 2011	Fall 2014	Fall 2016
EDUC	525	INNOV PHYS EDUC FOR K-6 EDUC	Prior to F 2011	Fall 2014	Fall 2016
EDUC	645	SOCIOLINGUISTICS	Prior to F 2011	Fall 2014	Fall 2016

Subject	Number	Course Title	Inactivation Term	Can be Reactivated by memo until	Extension granted to be reactivated by memo until
FIN	405	ENTREPRENEURIAL AND VENTURE FINANCE	Prior to F 2011	Fall 2014	Fall 2016
FLAN	311	ADV STUDY OF A FOREIGN LANG	Prior to F 2011	Fall 2014	Fall 2016
FLAN	312	COMP & ADV ORAL PRACT IN FOR LANG	Prior to F 2011	Fall 2014	Fall 2016
FLAN	350	CIVILIZATION & CULTURE	Prior to F 2011	Fall 2014	Fall 2016
FREN	010	FRENCH LANG FOR TRAVELERS	Prior to F 2011	Fall 2014	Fall 2016
GRMN	010	GERMAN FOR TRAVELERS	Prior to F 2011	Fall 2014	Fall 2016
HIST	210	WESTERN CIVILIZATION TO 1500	Prior to F 2011	Fall 2014	Fall 2016
HIST	211	WESTERN CIVILIZATION 1500 TO PRES	Prior to F 2011	Fall 2014	Fall 2016
HIST	260	ASIAN CIVILIZATION TO 1600	Prior to F 2011	Fall 2014	Fall 2016
HIST	261	ASIAN CIVILIZATION SINCE 1600	Prior to F 2011	Fall 2014	Fall 2016
HIST	369	SE ASIA IN AGE OF EURO EXPANSION	Prior to F 2011	Fall 2014	Fall 2016
ID	301	LATIN AMERICA IN 21ST CENTURY	Prior to F 2011	Fall 2014	Fall 2016
ID	302	SACRED POLITICS IN INDIAN AMER	Prior to F 2011	Fall 2014	Fall 2016
JAPN	010	JAPANESE FOR TRAVELERS	Prior to F 2011	Fall 2014	Fall 2016
JAPN	450	JAPANESE LITERATURE	Prior to F 2011	Fall 2014	Fall 2016
LBST	301	CONN DISC & CROSSING BORDERS	Prior to F 2011	Fall 2014	Fall 2016
LING	201	ENG LING FOR NON-NATIVE SPEAKERS	Prior to F 2011	Fall 2014	Fall 2016
LING	303	BLACK ENGLISH	Prior to F 2011	Fall 2014	Fall 2016
LING	304	LANG & CULT IN AMER DEAF COMM	Prior to F 2011	Fall 2014	Fall 2016
LING	371B	LANGUAGE & CULTURE	Prior to F 2011	Fall 2014	Fall 2016
LTWR	200	RESEARCH METHODS IN ENGLISH	Prior to F 2011	Fall 2014	Fall 2016
LTWR	485	COLLABORATIVE WRITING AND THEORY	Prior to F 2011	Fall 2014	Fall 2016
MUSC	322	MUSIC IN THE AMERICAS I	Prior to F 2011	Fall 2014	Fall 2016
MUSC	419	COMP & BUILDNG MUSICAL INST	Prior to F 2011	Fall 2014	Fall 2016
MUSC	422S	MUSICA ANDINA Y CULTURA	Prior to F 2011	Fall 2014	Fall 2016
MUSC	425S	MUSICA LATINA	Prior to F 2011	Fall 2014	Fall 2016
PHIL	320	PHIL & CULTURE OF ANCIENT GREECE	Prior to F 2011	Fall 2014	Fall 2016
PHIL	350	AESTHETICS OF MODERNISM	Prior to F 2011	Fall 2014	Fall 2016
PHYS	322	SOLID STATE PHYSICS	Prior to F 2011	Fall 2014	Fall 2016
PHYS	407	INVSTGNS IN PHY SCI FOR TEACHERS	Prior to F 2011	Fall 2014	Fall 2016
PHYS	408	INVSTGNS IN PHY SCI FOR TEACHERS	Prior to F 2011	Fall 2014	Fall 2016
PSCI	340	ASIAN POLITICS	Prior to F 2011	Fall 2014	Fall 2016
PSCI	360	EUROPEAN COMMUNITY	Prior to F 2011	Fall 2014	Fall 2016
PSCI	372	DEMOCRACY & MODERN STATES	Prior to F 2011	Fall 2014	Fall 2016
PSCI	373	CONTEMP POLITICAL IDEOLOGIES	Prior to F 2011	Fall 2014	Fall 2016
PSCI	392	RELIGION & POLITICS	Prior to F 2011	Fall 2014	Fall 2016
PSCI	405	US INTEREST GROUP POLITICS	Prior to F 2011	Fall 2014	Fall 2016
PSCI	432	COMPARATIVE POLITICAL INSTITUTIONS	Prior to F 2011	Fall 2014	Fall 2016
PSCI	472	FEMINIST POLITICAL THOUGHT	Prior to F 2011	Fall 2014	Fall 2016
PSYC	140	INDIV IN SOCIETY: MULT PERSPECTIVES	Prior to F 2011	Fall 2014	Fall 2016
SOC	202	INDIVIDUAL IN SOCIETY	Prior to F 2011	Fall 2014	Fall 2016
SOC	302	PRINCIPLES OF BEHAVIOR CHANGE	Prior to F 2011	Fall 2014	Fall 2016
SOC	312	SOCIAL COGNITION	Prior to F 2011	Fall 2014	Fall 2016
SOC	341	COMMUNITY & SOCIETY	Prior to F 2011	Fall 2014	Fall 2016
SOC	343	ASIAN AMERICAN COMMUNITIES	Prior to F 2011	Fall 2014	Fall 2016
SOC	425	POPULATION STUDIES	Prior to F 2011	Fall 2014	Fall 2016
SOC	426	SOC ORG OF PSYCH CARE	Prior to F 2011	Fall 2014	Fall 2016
SOC	431	SOCIAL ORGANIZATIONS	Prior to F 2011	Fall 2014	Fall 2016
SOC	441	POLITICAL SOCIOLOGY	Prior to F 2011	Fall 2014	Fall 2016
SOC	497	FIELD RESEARCH METHODS	Prior to F 2011	Fall 2014	Fall 2016

<b>Subject</b>	<b>Number</b>	<b>Course Title</b>	<b>Inactivation Term</b>	<b>Can be Reactivated by memo until</b>	<b>Extension granted to be reactivated by memo until</b>
SPAN	316	ADV SPANISH FOR THE PROFESSIONAL	Prior to F 2011	Fall 2014	Fall 2016
SPAN	412	BORDER THEORY	Prior to F 2011	Fall 2014	Fall 2016
SPAN	412S	TEORIA DE LA FRONTERA	Prior to F 2011	Fall 2014	Fall 2016
SPAN	423	CONTEMPORARY MEXICAN NOVEL	Prior to F 2011	Fall 2014	Fall 2016
TA	321	MODERN THEATRE OF AMERICAS I	Prior to F 2011	Fall 2014	Fall 2016
TA	322	MODERN THEATRE OF AMERICAS II	Prior to F 2011	Fall 2014	Fall 2016
TA	480S	ACTIVIDADES EN TEATRO PARA NINOS	Prior to F 2011	Fall 2014	Fall 2016
VPA	420	POP ARTS & MEDIA IN WORLD	Prior to F 2011	Fall 2014	Fall 2016
VSAR	293	STUDIO ART INSTRUCTION	Prior to F 2011	Fall 2014	Fall 2016
VSAR	300	CONTEMPORARY ART THEORY	Prior to F 2011	Fall 2014	Fall 2016
VSAR	321	RAMONA & MYTH OF GOLDEN STATE	Prior to F 2011	Fall 2014	Fall 2016
VSAR	324	CRIT HIST 20TH CENT ART & THEORY	Prior to F 2011	Fall 2014	Fall 2016
VSAR	325	PRE-COLUMBIAN MESOAMER ART	Prior to F 2011	Fall 2014	Fall 2016
VSAR	393	ADV STUDIO ART INSTRUCTION	Prior to F 2011	Fall 2014	Fall 2016
VSAR	400	THEORIES OF MASS COMM & ARTS	Prior to F 2011	Fall 2014	Fall 2016
VSAR	403	INTERACTIVE MULTIMEDIA	Prior to F 2011	Fall 2014	Fall 2016
VSAR	419	COMP & BUILDNG MUSICAL INST	Prior to F 2011	Fall 2014	Fall 2016
VSAR	421	HISTORY OF INTERMEDIA	Prior to F 2011	Fall 2014	Fall 2016

1 **Report from the University Curriculum Committee (UCC) on ANTH 360, 465**

2  
3 In Nov. 2012, UCC received C-forms for ANTH 360 (Indigenous Anthropology) and ANTH 465  
4 (Indigenous Health). Both of these proposed courses are opposed by the Native Studies  
5 program. UCC initially reviewed these courses in Jan. 2013, at which point they were returned  
6 to CHABSS CAPC with a request for further clarification/summary regarding CAPC's decision to  
7 recommend the courses for approval. CAPC's summary memo, as well as a statement of  
8 opposition from NATV and a statement of support from ANTH are included in the attached  
9 review packet. Upon reconsidering the C-forms and their associated documentation in  
10 Sept./Oct. 2013, UCC attempted to mediate between ANTH and NATV to find a mutually  
11 acceptable solution to the issue. However, UCC was unsuccessful in getting all parties to the  
12 table (see attached email string). Ultimately, UCC voted to recommend ANTH 360 and ANTH  
13 465 for Senate approval, with the understanding that they would come to the Senate floor as  
14 discussion items. This approach will provide Senators with the opportunity to ask questions of  
15 representatives from ANTH and NATV to further inform their final votes.

16  
17 In brief, the position of the Anthropology Department is that these courses are necessary to  
18 further develop the Indigenous Anthropology concentration within the Anthropology major.  
19 They will be taught by a faculty member who was hired by the Department expressly to  
20 "develop collaborative health research projects and coursework with local tribal indigenous  
21 communities". Native Studies opposes the courses because the director of the program has  
22 been charged with "develop(ing) and deliver(ing) curriculum relevant to Native Studies and  
23 Native communities", and because the courses are "very similar to current and proposed Native  
24 Studies courses and as a result have the potential to supplant the growing Native Studies  
25 minor." The Native Studies program further argues that ANTH and NATV could further  
26 distinguish their curricula if NATV focuses on Tribal governments and communities in the U.S.  
27 while ANTH focuses on indigenous communities outside the U.S. It should be noted that neither  
28 ANTH nor NATV is interested in cross-listing these courses.

29  
30 In a summary memo, CHABSS CAPC concluded that "ANTH and Native Studies courses and  
31 curriculum can coexist without Native Studies defining for Anthropology what the latter's fields  
32 of study should be. We are confident that the Native Studies program can develop a robust,  
33 engaging, and distinctive program without altering ANTH's curriculum".

34  
35 UCC ultimately voted to bring ANTH 360 and ANTH 465 to Senate with a recommendation for  
36 approval. However, we encourage Senators to carefully review the attached packet and to  
37 prepare any questions regarding this curriculum for the Dec. 4<sup>th</sup> Senate Meeting.  
38

**DATE:** January 17, 2014

**TO:** Vivienne Bennett, Chair, and  
Executive Committee  
Academic Senate

**FROM:** Concerned Chairs  
College of Humanities, Arts, Behavioral and Social Sciences  
Jocelyn Ahlers, Liberal Studies  
Roger Arnold, Economics  
Michael Hughes, Modern Language Studies  
Sheryl Lutjens, Women's Studies  
Cyrus Masroori, Political Science  
Elizabeth Matthews, Global Studies  
Michael McDuffie, Philosophy  
Salah Moukhlis, Literature and Writing Studies  
Liliana Rossmann, Communication  
Miriam Schustack, Psychology  
Jill Watts, History

**RE:** Curriculum Process and December Academic Senate Meeting

We write to share with the Senate Executive Committee our deep concern about the Senate discussion of the Anthropology course proposals at the December 4, 2013 Academic Senate meeting. The issues of concern are several, and from our perspective, each of them requires urgent action on the part of the entire Senate and its committees.

First, the procedural concerns: the Senate facilitated a discussion of courses that had already been vetted and approved by two required levels of faculty scrutiny of curricular proposals. In terms of process, the CHABSS curriculum committee had already reviewed, reconciled, re-reviewed, and approved the courses. The CHABSS curriculum committee sent the approved courses forward to UCC with memos from Native Studies, Anthropology, and the committee itself in order to provide UCC with a complete account of the college's decisions to support the Anthropology courses. The UCC received the Anthropology proposals (after this lengthy and surely delayed review and decision), conducted its own review, and unanimously approved the courses. UCC's decision to put the courses on the agenda for floor discussion and vote, rather than onto the consent calendar, ran counter to its usual practice. To agendaize these courses rather than placing them on the consent calendar had the effect of undermining of the work of the CHABSS CAPC and the UCC; it had the further effect of privileging the concerns raised by the non-approving faculty member above the responses of the proposing department *and* the careful consideration of the curriculum committees. UCC's decision to not place these courses on the consent calendar represents a change in practice that should be examined and articulated; it also implies that the "do not approve" mark made by one

faculty member should take precedence over two years of deliberation, and unanimous approval, by both College and University curriculum committees.

We therefore request that the Senate consider and articulate the meaning of the “do not approve” box on curricular forms, as well as its procedure for handling irreconcilable opposition to courses and programs in future.

Second, concerns about the personnel affected: the UCC and Senate Executive opened the discussion of the new Anthropology courses to the full Senate and visitors, at the expense of the Assistant Professor who proposed and would teach these courses. As stated above, this discussion took place at the instigation of UCC itself, rather than because a Senator requested that the courses be removed from the consent calendar for floor discussion; such an action runs contrary to the usual practice and happened in spite of UCC’s unanimous approval of the courses. These facts together had the effect of heightening the impact of the discussion, because they implied that UCC and the Senate shared the concerns raised by the objecting faculty. This was compounded by the fact that the discussion was allowed to focus in many points on the qualifications of the proposer of the courses, rather than the course content and curricular value. Decisions about who might or will teach proposed new courses are solely a departmental responsibility, and subjecting the courses to the scrutiny of a large group of Senators, ad hoc observers, and non-faculty guests had costly consequences for Dr. Laurette McGuire, who was hired to teach the very courses that had been proposed. The debate about the courses impugned Dr. McGuire’s credentials, expertise, and experience, and did so publicly; in essence, her competence, rather than the content of the courses and their curricular appropriateness, became part of the debate. One outcome of this is that Dr. McGuire has, understandably, withdrawn from the Senate; another, broader, outcome is to create a general climate of fear and hostility on the Senate floor, particularly for junior faculty members who may wish to participate in the Senate.

It is our recommendation to you that the Senate take immediate action to restore Dr. McGuire’s reputation and to do so publicly.

Beyond the inappropriate critique of an assistant professor’s ability and right to teach courses for which she was hired, important matters of disciplinarity and interdisciplinarity are raised. Specifically, who has the right or privilege of criticizing Anthropology’s disciplinary methods, subject matter, and development? More broadly, what assumptions about the relationships among disciplines inform the curriculum process? And the necessary interdisciplinarity which means, among other things, that our social and intellectual realities can be studied from varied disciplinary perspectives at the same time, and that one department or unit does not own a part of reality? As Department Chairs, these questions concern us greatly. We would like to see a careful look at the spaces of conflict created by the curriculum process, including, for example, how approvals are sought and from whom and what understanding of the horizontal approvals (or vetoes) is imbedded in curricular traditions. It also seems crucial to us that we restate the principles of collegiality, respect, and trust that have for so long

informed our acceptance of each department's integrity and responsibility to hire qualified faculty to teach courses that are not owned by individuals.

We look forward to hearing from the Senate leadership on these issues.

## BLP/UCC: MS in Kinesiology (CEHHS)

### Report from BLP:

The Budget and Long Range Planning Committee (BLP) has reviewed the proposed M.S. in Kinesiology, giving attention to the immediate and long-range enrollment prospects for this proposed degree program as well as the resource implications of the program's launch.

This proposed M.S. was added to CSUSM's University Academic Master Plan (UAMP) in December, 2012, to be established as a self-support program. At the proposers' request, BLP during the A-form review recommended that the Provost support launching this as a "pilot" program. If approved by the Senate as a pilot program, the Kinesiology Department can begin offering the program in Fall 2014.

Program Demand: This 36-unit program will be run on a cohort model, with students taking 9 units/semester. With the cohort model, students can complete the program in 2 years. Both face-to-face and hybrid courses are anticipated, with most class meetings to be held in late afternoons or early evenings during the regular workweek to accommodate the schedules of working professionals and to maximize usage of CSUSM classroom space. The P-form anticipates that interest in the program will be strong among working professionals.

To balance curricular integrity, program capacity, and resource needs for this self-support program, the program is designed to recruit and admit 12 students each year, with admissions decisions to be based in part on "fit with faculty research interests" (P-form, p. 1) in order to facilitate faculty supervision of master's theses.

Extended Learning's draft budget for the program (available on BLP's Moodle page, which reaches across 5 years) estimates tuition at \$485/unit for the first five years of the program. Three of the proposed courses may include some form of course-based fee, but no dollar figures were included in the P-form. Such fees will need to be submitted for review to the Student Fee Advisory Committee before they can be assessed. Additional campus fees for EL students can be found at <http://www.csusm.edu/el/aboutus/fees.html>.

Fifteen other CSU's offer an M.S. in KINE (as of Fall 2011). The P-form notes that SDSU's program "only accepts 25% of applicants annually and has been severely affected by the State's budget crisis" (P-form, p. 3). The P-form distinguishes CSUSM's proposed program from those at other CSU's by noting the proposal's emphasis on "chronic disease" (P-form packet, p. 3) rather than the more common "sport science" model (P-form, p. 8). A survey conducted by proposer Todd Astorino yielded 337 responses (the response rate was not available), indicating that 64% of respondents identified themselves as "very interested" in pursuing a potential M.S. in KINE at CSUSM. Students from across a few majors (Kinesiology, Nursing, and Human Development) were included in the survey.

The P-form notes potential employment prospects for program graduates in fields such as "worksites health promotion, clinical exercise physiology, cardiac rehabilitation, commercial fitness, public/private or non-profit health agencies, chronic disease prevention in community settings,



46 teaching/coaching at the community college level, independent research in the field of  
47 specialization, or continued graduate study at doctoral-granting institutions" (P-form, p. 3).

48  
49 Resource Implications:

50 *Faculty:* Launching this program will require the development of 10 new graduate-level courses,  
51 plus the KINE 595 Practicum and KINE 698 thesis units. Based on the program's cohort model, each  
52 of these new courses (including KINE 595 and KINE 698) will be offered at least every two years;  
53 KINE 502 Research Methods and KINE 503 Advanced Statistical Analysis will be taught each year.  
54 The program will admit cohorts of 12 students each year, with students in each cohort taking all  
55 coursework together. After year 1, 1st-year and 2-year students will be taking at least one course  
56 together each semester, so there will be some overlap of students across cohorts.

57  
58 KINE anticipates launching this program with its 7 current tenure-track faculty lines (one line is  
59 currently vacant, and a search is underway), and all of the current tenure-track faculty members are  
60 expected to contribute to this program. Lecturer support will be required to carry the program at  
61 least through its early years. The P-form indicates that two courses (KINE 502 Research Methods  
62 and KINE 503 Advanced Statistical Analysis) may be taught at least occasionally by lecturers.  
63 Additionally, assigned time (1 course release/year) is built into Extended Learning's budget to allow  
64 a Graduate Coordinator from among KINE's faculty to run the program.

65  
66 When asked by BLP to address the potential impact of this new graduate program on KINE's  
67 already-"impacted" undergraduate program, the proposer saw no negative impact on the existing  
68 undergraduate program in any way, instead noting that the B.S. program should serve as a  
69 promising source of applicants for a local M.S. (email of 4/8/13).

70  
71 *Space:* While KINE has existing lab space in ACD and UNIV Hall that is sufficient in the near term,  
72 the P-form mentions that they are open to expanding to off-campus venues as funding allows and  
73 as instructional and research needs dictate (p. 15). The P-form anticipates that face-to-face class  
74 sessions will typically run during the lower-demand afternoon and early-evening hours. We note  
75 here that APC is considering a written policy that would formalize Academic Scheduling's past  
76 practice of prioritizing state-support classes in the schedule-build process, so this program's  
77 strategy of afternoon and early-evening course offerings makes practical sense.

78  
79 *Staff:* All staff advising and staff assistance for this program will need to be funded by Extended  
80 Learning.

81  
82 *Library:* Extended Learning's draft budget (available on BLP's Moodle page) anticipates contributing  
83 an annual minimum of \$3000 in support to the Library to cover new Collections, Interlibrary Loan,  
84 and any other resources necessary to support the program. Any materials acquired since the  
85 stateside B.S. in KINE was launched in 2004 have come out of the Library's long-underfunded  
86 Collections budget; the existing undergraduate KINE program has relied heavily on Inter-Library  
87 Loan (ILL), which itself strains the Library's budget (as noted in the Library Dean's review of the KINE  
88 P-form, December, 2012). BLP views the figures submitted here as a starting point until actual  
89 Collections needs are identified with the program's implementation. EL recently informed BLP that  
90 self-support programs' Library usage will be evaluated each year to ensure that EL support is

91 adequate for its self-support programs. However, it should be noted that monitoring and  
92 evaluating such usage will itself place demands on Library faculty and staff resources.  
93 *IITS*: The P-form specifies that the program will need software packages SPSS, GraphPad Prism, and  
94 MS Office. KINE will also request Refresh computers for the various KINE labs. Per Extended  
95 Learning's existing MOU with CSUSM, IITS services are funded by "Direct chargeback for pre-  
96 approved services on a billed-quarterly basis (to include both instructional and administrative  
97 services)," and "Added contract services are paid separately."

98  
99 *Lab Equipment*: The P-form notes the resource implications of heavy use of lab equipment by  
100 students and faculty. EL's draft budget includes funding for student lab equipment (\$30,000 for the  
101 first year, and alternating between \$15,000-\$10,000/year for Years 2-5).

102  
103 **Report from UCC:**

104 In Feb. 2013, UCC received a P-form for the Master's of Science Program in Kinesiology along with  
105 associated C-forms to create 13 new Master's-level courses. UCC's review process was focused on  
106 the academic soundness and quality of both the proposed courses and the program as a whole.  
107 Following extensive review and consultation with the proposing faculty (Todd Astorino, Associate  
108 Professor, KINE) during Sept. and Oct. 2013, UCC voted to recommend the P-form and all associated  
109 C-forms for Senate approval.

110  
111 The proposed program will admit cohorts of 12 graduate students annually. The program will  
112 proceed over four semesters, with students taking 9 units of coursework each semester (36 total).  
113 All students will take the same series of courses, with no elective units or concentrations within the  
114 program. There is some variation in the order of the courses between cohorts, but all students will  
115 take the core courses KINE 502 (Research Methods) and KINE 503 (Advanced Statistical Analysis)  
116 during their first two semesters in the program. A seminar series (KINE 506-508) is designed to  
117 familiarize students with the primary literature in Kinesiology and will help prepare students for the  
118 thesis proposal and thesis. During the second year of the program, all students will participate in  
119 faculty-supervised independent research projects which will culminate in the presentation of the  
120 thesis (KINE 698: Thesis).

121  
122 UCC expressed some concern regarding the feasibility of a research-based Master's program with a  
123 ratio of 24 graduate students (year 2 and beyond) to 7 KINE faculty. This equates to the supervision  
124 of ~2-3 new graduate students and service on >5 thesis committees for each faculty member  
125 annually. Annual cohort size cannot be modulated (decreased) based on current budget projections  
126 from Extended Learning. It is possible that the increased faculty workload associated with a new  
127 Master's degree program could have negative effects on undergraduate curricular offerings in KINE  
128 (courses offered and undergraduate-level research opportunities). However, at UCC's request, the  
129 Kinesiology department has provided a memo (attached) which expresses unanimous KINE faculty  
130 support for the P-form and argues for the feasibility of the Master's program in its current form.  
131 Based on this clear statement of departmental support, UCC voted unanimously to bring the  
132 current P-form and its associated C-forms forward to Senate.

133



California State University  
SAN MARCOS

Jeff A. Nessler, Ph.D. Department of Kinesiology 333 S. Twin Oaks Valley Road San Marcos, CA 92096-0001  
Tel: 760.750.7352 Fax: 760.750.3190 jnessler@csusm.edu www.csusm.edu/kinesiology

MEMORANDUM

DATE: October 29, 2013  
TO: University Curriculum Committee  
FROM: Jeff Nessler, Chair, Department of Kinesiology  
RE: Kinesiology Graduate Program and Faculty Workload Questions

Members of the University Curriculum Committee:

Thank you for your thoughtful and thorough review of the proposed Masters Degree program in Kinesiology. As you know, this program will be run through Extended Learning and at least 12 new students must be admitted each year in order for the program to be financially viable. By the proposed start date of Fall 2014, Kinesiology will have a total of 7 tenure track faculty, and each will need to oversee research-based theses from 12 students in their first year of the program (early thesis development) and 12 students in their second year (thesis completion and defense). On average, this will require that each faculty member supervise 3 to 4 students per year, some of which will be in their first year and some in their second. UCC has expressed concern over the ability for Kinesiology to accommodate this many students with only 7 faculty members. In addition, UCC has expressed concern over the lack of flexibility in the control of cohort size should a need for a smaller cohort arise.

The Kinesiology department acknowledges UCC's concerns. However, following discussion the department has unanimously decided to proceed with submission of the P-form in its current iteration. Research-active faculty in Kinesiology departments across the CSU often oversee 4 Master's student theses at a time, graduating 2 students per year and accepting 2 new students per year. This number is aligned with our goal of promoting productive and collaborative research groups within our department and we are therefore comfortable with this graduate student to faculty ratio. We remain hopeful that the P form will be approved at the next meeting of the UCC.

Feel free to contact me if you have any remaining concerns or wish to discuss this further.



California State University  
SAN MARCOS

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MEMORANDUM

DATE: Dec 4, 2013  
TO: Academic Senate Executive Committee  
FROM: Jeff Nessler, Chair, Department of Kinesiology   
RE: Kinesiology Graduate Program and Faculty Workload Questions

Members of the Executive Committee:

The question of faculty workload has been an ongoing concern in the discussion of the proposed Kinesiology graduate program. In a previous memo to the UCC, we provided an acknowledgement of their concern but also stated our desire to move forward with the P-form. Because the department is currently stretched very thin, the question of additional workload that will come with offering new graduate courses and advising student theses is a valid concern. The purpose of this memo is to provide senators with additional information regarding how the additional workload will be managed by the department.

Since its inception, Kinesiology has been in growth mode. However, enrollment spikes over the past two years have resulted in the Department accepting more undergraduate majors than we can optimally serve. To provide context, there were over 800 Kinesiology majors registered for classes in Fall 2013 (350 KINE and 480 pre-KINE). Based upon current data and comparison with other departments across the CSU, a realistic size for a department with 6-7 tenure track faculty is approximately 560 students (280 KINE majors and the equivalent of 280 pre-KINE majors). Our excess enrollment has created problems in offering sufficient sections of existing core courses for timely graduation, and is threatening the Department's ability to offer vital laboratory experiences with fixed resources. Clearly, our current trajectory is unsustainable, and does not optimally serve the interests of our students. Without additional faculty, this has recently required a shift in thinking away from growth and toward optimal management of fewer students in the major.

A reduction from over 800 students to a sustainable level of 560 students will likely begin in the Fall of 2014. *This reduction will need to occur regardless of the addition of the graduate program.* We intend to manage enrollment by modifying current impactation criteria to limit entrance in the major to students that meet program requirements. We have also recently submitted plans to re-structure the curriculum to require fewer sections

of high demand, core courses. Together, these plans will bring the number of Kinesiology majors in line with the resources currently available to the department.

On top of this reduction, we are proposing an additional reduction of 60-80 undergraduate students to support course offerings in the new graduate program. This will require fewer sections of undergraduate courses normally taught by tenure track faculty, and will free these faculty to teach graduate-level courses.

A second concern revolves around the ability of faculty to oversee Master's theses with relatively few faculty members. This concern will be addressed in two ways. First, funds have been designated in the graduate program budget to support faculty in thesis supervision. These funds can either be used by the faculty as overload pay, or used to buy out time to support graduate student thesis advising. The precedent in CEHHS (SoE) for chairing a thesis committee is 0.25 WTUs per thesis. Second, there are currently 4 seminar/practicum courses built into the graduate curriculum. These courses are intended to promote a culture of scholarship in our program and will require that students read and discuss current research in their fields, practice presenting their own research to their peers, and refine, develop, and carry out their thesis research. Faculty who are advising multiple graduate students can be assigned to teach one of these classes and can utilize this time to provide additional support of student theses.

Overall, the Kinesiology department is confident that we will be able to offer a quality graduate program and successfully manage faculty workloads while still maintaining the rigor and high quality of our undergraduate program. Five of our tenure track faculty have previous experience advising graduate students and are familiar with the commitment required. Our preliminary data suggest that this graduate program will be in high demand, as there currently is nothing of its kind in North County. While this proposal involves some replacement of undergraduates with graduate students (60-80 undergraduates with 24 graduate students), inclusion of graduate students in the Department will substantially improve the educational experiences of the 560 students enrolled (through contributions to activity courses, laboratory experiences, and overall mentorship and scholarship). We consider the proposed combination of graduate and undergraduate students to be the best use of our limited resources in response to the needs of our region.

**Catalog Copy**  
**Master of Science in Kinesiology**  
**Graduate Coordinator: Todd A. Astorino Ph.D**

The M.S. Program in Kinesiology is a 36-unit, two-year cohort-based Program characterized by innovative coursework and robust laboratory experiences. The Program will prepare graduates to enter careers requiring a Master's Degree or initiate doctoral study in Allied Health (e.g. Physical Therapy), Exercise Physiology, Biomechanics, or other related fields. Students will actively participate in hands-on learning in the classroom and laboratory, with special emphasis on examining incidence of chronic disease and how exercise and physical activity can be used to diminish deleterious effects of an unhealthy lifestyle. The program requires students to complete a research-based thesis and is designed to strengthen the breadth and depth of students' content knowledge, their critical thinking and writing proficiency, and their applied skills in Kinesiology and its subdisciplines.

Graduates will be prepared for work in various fields, including worksite health promotion, clinical exercise physiology, cardiac rehabilitation, commercial fitness, public/private or non-profit health agencies, chronic disease prevention in community settings, teaching/coaching at the community college level, independent research in the field of specialization, or continued graduate study at doctoral-granting institutions.

The faculty in the Department of Kinesiology at CSU San Marcos are innovative, productive scholars dedicated to student-centered instruction as well as scientific investigation in various settings. Our state-of-the-art laboratories maintain all equipment needed to sustain the program and provide students with various "hands-on" opportunities. The faculty includes experts in exercise physiology, motor learning, biomechanics, physical education, and public health. Overall, this program will produce graduates who are independent learners prepared to initiate doctoral study, seek careers in health care or health and fitness, and become leaders in addressing health outcomes.

Program Student Learning Outcomes: Upon completion of this program, students will be able to:

1. Understand the role of exercise and physical activity to reduce onset and severity of chronic disease through examination of evidence-based content.
2. Demonstrate and master applied laboratory and measurement skills commonly used in Kinesiology.
3. Demonstrate proficiency in public speaking, data analysis, and scientific writing.
4. Understand the origins of human movement and its relation to health and physical activity.
5. Design, acquire, and disseminate results as demonstrated by successful completion of a thesis.

Admission Requirements and Application Materials:

Students will be required to submit official transcripts to the Graduate Coordinator describing all college coursework, three letters of recommendation, as well as a letter of intent describing their rationale for applying to the program, career goals, and desire to work with a specific faculty member.

Applicants will also have an undergraduate GPA > 2.80, GRE verbal and quantitative score > 140, and analytical writing score > 3, as well as an undergraduate degree in Kinesiology/Exercise Science or related field with prior coursework in Anatomy and Physiology, Exercise Physiology, Motor Learning or Biomechanics, and Statistics.

Please send all materials to:  
Todd A. Astorino Ph.D, Graduate Coordinator  
Department of Kinesiology, CSU—San Marcos  
333 S. Twin Oaks Valley Road  
San Marcos, CA 92096-0001

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#### Application Deadlines:

The Program accepts students on an annual basis every fall semester, with the application deadline on March 1. However, applications may be accepted for review as long as vacancies exist in our program.

#### Degree Requirements:

Students are required to take 36 units of graduate-level coursework, including completion of a research-based thesis to complete all requirements for the M.S. degree in Kinesiology. Coursework will include:

- KINE 500: Advanced Biomechanics (4)
- KINE 501: Advanced Motor Control (4)
- KINE 502: Research Methods (3)
- KINE 503: Advanced Statistics in Kinesiology (3); prerequisite = KINE 502
- KINE 506-508: Seminar I-III in Kinesiology (2) to be taken 3 times for total of 6 units
- KINE 510: Physical Education Methods (3)
- KINE 524: Public Health (3)
- KINE 526: Advanced Exercise Physiology (4)
- KINE 595: Practicum (3); prerequisite = KINE 502 and 503
- KINE 698: Thesis (3)

#### Continuation:

Students will be required to maintain a minimum GPA > 3.0. Students will be required to retake coursework in which a grade less than B – is earned. If students retake courses and are still unable to achieve a grade of B- or higher, they will be dropped from the program.

Students must be continuously enrolled unless they apply for a leave of absence. Students who are not continuously enrolled or who have a leave of absence longer than two semesters will be dropped from the program and must reapply.

All degree requirements are to be completed within five years after acceptance into the graduate program. Authorized leaves of absence do not extend the time limit for completion of the degree.

#### Advancement to Candidacy:

By the end of year 1 of the program, students must select a primary advisor from the Kinesiology faculty whose interests align with their own. Students will choose two additional faculty members, at least one of whom must be Kinesiology faculty, to serve on his/her committee. Students will typically advance to candidacy during Fall semester of year 2 of the program. In order to advance to candidacy, the student must:

1. Form a thesis committee and submit a thesis committee approval form to each member of the committee and the Graduate Coordinator.
2. Submit a thesis proposal to committee members during the Fall semester of year 2. The thesis proposal should describe the topic of research, discuss initial aims and anticipated results, and demonstrate that the project can be successfully completed by the end of year 2 of the program.
3. Receive written approval of the thesis proposal form from all committee members.
4. Maintain a GPA > 3.0 in all coursework, with a grade of B- or higher in all classes.

1                   **Resolution Regarding Military Science (MILS) 101, 102, 201, 202 and Any**  
2                   **Further Proposals for MILS courses and/or ROTC Activity at CSUSM**  
3                   **(Passed by the Senate 12/04/2013)**  
4

5   WHEREAS, The US Army submitted eight ROTC courses for review in 2008 and only the  
6   four lower-division ROTC courses in 2013; and  
7

8   WHEREAS, The Army has already notified CSUSM that it would like to submit the four  
9   upper-division ROTC courses to CSUSM for review in Spring 2014; and  
10

11   WHEREAS, The Army has also notified the campus that it would like to have a full ROTC  
12   program at CSUSM; now, therefore, be it  
13

14   RESOLVED, That the Academic Senate at CSUSM postpone the vote on lower division MILS  
15   courses and any future proposals for upper division MILS courses until after a more  
16   extensive discussion by the Academic Senate to determine the Senate's disposition  
17   regarding a full ROTC program on our campus. Such a discussion shall solicit input from  
18   across the University's faculty, staff, and students.



1 **GEC: General Education Program at CSUSM**

2  
3 **Mission Statement**

4  
5 The GE Program has been developed in the context of the University's Mission, Vision and  
6 Values, and American Association of Colleges and Universities' Essential Learning Outcomes  
7 from the LEAP initiative, as per Executive Order 1065.

8  
9 The General Education curriculum supports the development of CSUSM students as effective  
10 communicators, critical thinkers and life-long learners. It also promotes their development into  
11 responsible adults and informed citizens capable of functioning in, and contributing to, a rapidly  
12 changing world. The University encourages students to examine moral and ethical issues; the  
13 historical past and its relationship to the present; human behavior, culture and language, values  
14 and institutions; modern sciences and technology; human diversity and issues that are both  
15 global and local. To this end, the GE program has been designed to facilitate students'  
16 interactions with these fundamental values.

17  
18 The General Education program at CSUSM has four foundational goals. First, students will  
19 develop competency in the basic skills characteristic of an educated person: critical thinking,  
20 quantitative reasoning, information literacy, and communication, with an emphasis on  
21 developing clear, coherent, and effective writing skills. Second, students will cultivate their  
22 knowledge of human cultures and the natural and physical world. To this end, students will be  
23 exposed to and think critically about diversity; the interrelatedness of peoples in local, national  
24 and global contexts; the interaction of science, technology and society; and how organisms  
25 interact with their environments. Third, the GE program will foster students' growth in personal  
26 and social responsibility. Fourth, students will integrate this knowledge through their exposure  
27 to both disciplinary and interdisciplinary approaches to academic fields of study.

28  
29 The aim of CSU San Marcos is to instill in its students the enthusiasm and curiosity, the healthy  
30 skepticism, and the habit of continuing inquiry that are central to all truly educated men and  
31 women. The goal is to enable them to realize their potential as enlightened individuals and  
32 productive members of society in a world of change.

## SAC: Field Trips

**Rationale:** *Per Executive Order 1062, campuses are required to establish policy and procedures designed to maximize the educational experience, mitigate risk to participants and minimize the university's liability exposure.*

**DEFINITION:** A policy governing any university course-related, off-campus activity led by a faculty or staff member and designed to serve educational purposes.

**AUTHORITY:** Executive Order 1062

**SCOPE:** This policy applies to all employees involved with field trips, as such term is defined herein.

### I. DEFINITION

A field trip is a university course-related, off-campus activity organized by a faculty member, and designed to serve educational purposes. The travel must occur concurrently with enrollment in the course and the faculty must provide an alternative assignment for students unable and/or unwilling to participate. A field trip may include a museum visit, participation in a conference or competition, or visits to an event or place of interest. The duration of a field trip may be a class period or longer, and could extend over multiple days. This definition does not apply to activities or placements in the context of a teacher preparation program, intercollegiate sports, internships, student activities or service-learning placements, all of which are governed under separate policy.

### II. REQUIREMENTS

The appropriate CSUSM administrator(s), faculty and/or staff shall:

1. Identify all courses that involve off-campus field trips.
2. Require the use of the approved liability waiver. See Executive Order 1051.
3. Ensure student emergency contact information is obtained prior to the field trip. The campus must have emergency contact information readily available. Emergency contact information will be kept by the sponsoring faculty member and provided to a designated department contact and the University Police Department.
4. Provide students with an instructional agenda, health and safety information, emergency procedures, and the student code of conduct prior to the field trip.
5. Require a pre-trip evaluation that might include a site visit, review of online materials, and research on travel logistics to and from the site that demonstrate and document sufficient knowledge of the field trip site.
6. Include a plan to accommodate students with special needs.
7. Provide training for any equipment that may be used on the activity.
8. Provide for an alternative assignment for students unwilling to accept the risk of participation.
9. Comply with the California State University Use of University and Private Vehicles Policy Guidelines and the California State University student travel policy, where applicable. See Executive Order 1041.
10. Retain documents related to the field trip consistent with system-wide and campus document retention guidelines. See Executive Order 1031.
11. Administer regular reviews to monitor and document compliance with the field trip policy and update requirements as necessary at regular intervals.

1 **BLP/UCC: Quantitative Biology & Biostatistics minor proposal (CSM)**

2  
3 **Report from BLP:** BLP's review of P-forms considers enrollment prospects and likely resource  
4 implications of launching a proposed program to assist members of the Academic Senate in their  
5 consideration of program proposals.  
6

7 Program Demand: This program will supplement existing concentrations within the BIOL major to  
8 provide training specific to “scientific computing, modeling and statistics.” While the 32-unit  
9 minimum requirement at first view may appear particularly onerous, the 15 lower-division units  
10 required here also are required for the BIOL major. The proposed Catalog language states, “at least  
11 three courses (9-10 units) must be mutually exclusive to the minor (i.e., not double-counted for the  
12 major and minor).” While P-forms for minors and certificates do not typically provide detailed  
13 demand data, this program is designed to serve and should attract students already majoring in  
14 BIOL. The program’s development has been supported through an NIH grant.  
15

16 *Resource Implications:*

17 *Faculty:* The program will draw upon the expertise of faculty members from BIOL, MATH, and  
18 PHYS. No new faculty hires will be required to support the program. As noted in the P-form, no  
19 new courses are required to launch this program, although two new electives have been proposed  
20 to support it. No additional sections of the lower-division requirements should be necessary, but  
21 the collaborating Departments will need to coordinate their offerings in order to ensure that  
22 sufficient upper-division required and elective courses are offered on a regular basis. As noted in  
23 the P-form, “all of the existing required and elective courses” included in this program have been  
24 revised, under the support of the NIH grant mentioned above.  
25

26 *Space/Labs:* No “wet” labs will be required to support this new minor, although several of the  
27 program’s courses (including at least one of the new electives) will require computer labs. While  
28 BIOL’s chair indicates that existing computer lab space is sufficient for launching this program,  
29 Academic Affairs needs to consider the adequacy of computer lab space as both existing and new  
30 programs continue to expand with anticipated enrollment growth.  
31

32 *Library:* When this program was initially proposed, the Library’s analysis indicated that the  
33 proposed minor (and several existing programs) would benefit tremendously from purchasing a  
34 subscription to the Web of Knowledge/Science database. BLP was pleased to learn that this  
35 database is now available to the CSUSM community. The database represents a significant cost  
36 (currently a \$38,188 annual subscription, with backfiles available only with an additional minimum  
37 fee of \$30,232); however, we are pleased to see the University investing in the significant resources  
38 critical to supporting the integrity of our academic programs.  
39

40 **Report from UCC:** In April 2013, UCC received a P-form for a new Minor in Quantitative Biology and  
41 Biostatistics. Accompanying the P form were two C forms, each creating a new course that will serve as an  
42 upper division requirement or elective for the minor (BIOL 365: Computing Skills for Biologists; BIOL 420:  
43 Ecological Monitoring). All other classes associated with the minor are existing courses taught by Biology,  
44 Biotechnology, Mathematics, and Physics faculty.

45  
46 UCC's review process was focused on the academic soundness and quality of both the proposed courses and  
47 the minor as a whole. Following consultation with the proposing faculty (George Vourlitis, Professor, BIOL)  
48 during Nov. and Dec. 2013, UCC voted unanimously to recommend the P-form and the associated C-forms  
49 for Senate approval.

50  
51 The proposed minor will provide formal recognition for students who complete a suite of required and  
52 elective courses focused on scientific computing, modeling, and statistics. The National Science Foundation,  
53 the National Institutes of Health, and the Department of Education have all recognized the need for  
54 increased quantitative and computational training for students in the life sciences, and this minor will help  
55 to provide this type of training for CSUSM students. The minor consists of 32-33 units (10 courses), of which  
56 at least 9 units must be unique to the minor (i.e. 9 units may not be applied to meet the requirements of any  
57 major). Many of the lower division requirements and upper division electives for the minor overlap with  
58 requirements/electives for the Biological Sciences, Biotechnology, and Biochemistry majors, so the minor  
59 will likely draw students primarily from these groups.

60

61

62

### Catalog Copy

63

#### MINOR in Quantitative Biology and Biostatistics

64

65 Office:

66 Science Hall 1 -307

67 Telephone:

68 (760) 750-4132

69 Program Director for the Minor:

70 George Vourlitis, Ph.D.

71 Faculty:

72 Denise Garcia, Ph.D. (Biological Sciences)

73 Olaf Hansen, Ph.D. (Mathematics)

74 William Kristan, Ph.D. (Biological Sciences)

75 George Vourlitis, Ph.D. (Biological Sciences)

76

77 Program Offered:

- 78 • Minor in Quantitative Biology and Biostatistics

79

80 Biology is becoming far more data rich and computationally intensive. As a result, effective  
81 training of 21<sup>st</sup> century biologists requires dedicated training of students in quantitative and  
82 computational analyses. The purpose of the Minor in Quantitative Biology and Biostatistics is to  
83 provide Biological Sciences and related majors formal recognition of their expanded knowledge and  
84 skills in scientific computing, modeling, and statistics that will result from completion of a suite of  
85 required and elective courses. Students who complete this minor will be well prepared for graduate  
86 study, work in the private sector, or positions with government agencies or non-profits. *Regardless*  
87 *of their choice of a career, the skills students gain in this minor will serve them well.*

88 *The minor requires completion of 10 courses (32-33 units of credit), 5 courses (15-16 units)*  
89 *of which must be at the 300-500 level. The five required lower division courses (17 units) are also*  
90 *required for majors in the biological sciences and can be double counted. At least two courses (6*  
91 *units) at the 300 – 500 level must be completed at CSUSM. Each course counted toward the minor*  
92 *must be completed with a grade of C (2.0) or better. At least three upper division courses (9-10*  
93 *units) must be exclusive to the minor; i.e., not double-counted for the major and minor. The*

94 remaining 7 courses (23-24 units) may also be used to fulfill requirements and electives for any of  
 95 the concentrations in the BS degree in Biological Sciences. Students are advised that some  
 96 courses have prerequisites, and should plan accordingly.  
 97

### Minor in Quantitative Biology and Biostatistics

Lower Division Required	Course	Title	Units	No Courses
	Biol 210 <sup>1</sup>	Intro to Cell & Molec Biology	4	
	Biol 211 <sup>1</sup>	Intro to Organismal & Pop Biology	4	
	Biol 215 <sup>1</sup>	Exptl Design and Stat Analysis	4	
	Math 160 <sup>1</sup>	Calc I	5	
		<b>Total LD required</b>	<b>17</b>	<b>5</b>
Upper Division Required				
Computing	Biot 358	Computer Skills in Biotechnology	3	
	OR Biol 365	Computing Skills for Biologists	3	
Modeling	Biol 535	Ecological Modeling	3	
	OR Math 448	Math Models in Biology	3	
		<b>Total UD Required</b>	<b>6</b>	<b>2</b>
Upper Division Electives (choice of 3)				
	Biol 365 <sup>2</sup>	Computing Skills for Biologists	3	
	Biol 420	Ecological Monitoring	3	
	Biol 502	Population Genetics	3	
	Biol 531	Biol Data Analysis I: Linear Models	3	
	Biol 532	Biol Data Analysis II: Multivariate Analysis	3	
	Biol 533	GIS Applications in Landscape Ecol	4	
	Biol 535 <sup>2</sup>	Ecological Modeling	3	
	Biot 358 <sup>2</sup>	Computer Skills in Biotechnology	3	
	Math 448 <sup>2</sup>	Math Models in Biology	3	
	Phys 440	Biophysics	3	
		<b>Total UD electives</b>	<b>9-10</b>	<b>3</b>
		<b>Total Required for QB&amp;B minor</b>	<b>32-33</b>	<b>10</b>
		<b>Total Unique to minor<sup>3</sup></b>	<b>9-10</b>	<b>3</b>

<sup>1</sup> Can be double-counted for lower-division requirements for majors in Biological Sciences and related areas

<sup>2</sup> If not taken to satisfy one of the UD required courses

<sup>3</sup> At least three upper division courses (9-10 units) must be exclusive to the minor; i.e., not double-counted for the major and minor.

98  
99

1                   **APC: Graduate Probation, Disqualification, & Reinstatement policy revision**

2  
3   **Rationale:** *This current campus policy is undergoing review and revision as a result of emerging*  
4 *issues in addressing graduate student academic probation cases. The current policy is not clear*  
5 *about specific terms and procedures for implementing academic probation and disqualification.*  
6 *The policy clarifies distinctions between academic and administrative probations and procedures for*  
7 *implementing administrative probation and disqualification based on CSU Education Code Title 5*  
8 *Sections 41300/41300.1 and CSU Chancellor’s Office Executive Order 1038. The draft revised policy*  
9 *has been reviewed by the CSUSM Academic Senate Academic Policies Committee (APC) and the*  
10 *CSUSM Graduate Studies Council (GSC).*

11  
12 **Definition:**           It is the policy of California State University San Marcos to place graduate  
13 students on academic or administrative probation when their overall work is less  
14 than satisfactory, as reflected in a deficient cumulative grade point average, or  
15 other failure to make adequate academic progress. Graduate students are  
16 dismissed from the university through academic disqualification when the  
17 conditions needed to achieve good standing are not met in a timely fashion.  
18 Consideration for reinstatement is provided through a petition process.

19  
20 **Authority:**           Executive Order 1038.

21  
22 **Scope:**               Students admitted to Graduate Standing: Conditionally Classified; Post  
23 baccalaureate Standing; Classified; and Graduate Standing: Classified. Students  
24 admitted to Post baccalaureate Standing: Unclassified will be governed by the  
25 undergraduate policy on Academic Probation, Disqualification and  
26 Reinstatement.

27  
28 **I.       PROBATION**

29  
30   **A.**       A student will be placed on academic probation if, during any academic term, the  
31 cumulative GPA falls below 3.0 in-for all course work in the master’s program  
32 subsequent to admission to the program falls below 3.0.

33  
34   **B.**       A student may also be placed on administrative-academic probation by the Dean of  
35 Graduate Studies for any of the following reasons:

- 36  
37       1.       Withdrawal from all or a substantial portion of a program of studies in two  
38 successive terms or in any three terms. (Note: A student whose withdrawal is  
39 directly associated with a chronic or recurring medical condition or its  
40 treatment is not to be subject to administrative probation for such  
41 withdrawal).
- 42       2.       Repeated failure to progress toward the stated degree objective or other  
43 program objective, including that resulting from assignment of 15 units of No

- 44 Credit, when such failure appears to be due to circumstances within the  
45 control of the student.
- 46 3. Failure to comply, after due notice, with an academic requirement or  
47 regulation, as defined by campus policy, which is routine for all students or a  
48 defined group of students (examples: failure to complete a required  
49 examination, failure to complete a required practicum, failure to comply with  
50 professional standards appropriate to the field of study, failure to complete a  
51 specified number of units as a condition for receiving student financial aid or  
52 making satisfactory progress in the academic program).
- 53
- 54 C. The student shall be advised of probation status promptly, and shall be provided  
55 with the conditions for removal from probation and the circumstances that would  
56 lead to disqualification, should probation not be removed. Notification shall occur  
57 through one the following actions, as appropriate:
- 58
- 59 1. Students whose GPA places them on academic probation shall be informed in  
60 writing by the department/program's graduate coordinator or designee prior  
61 to the beginning of the next term (with a copy provided to the Dean of  
62 Graduate Studies).
- 63 2. Students shall be placed on administrative-academic probation by the Dean  
64 of Graduate Studies, following consultation with the program/department.  
65 The probationary student shall be informed in writing by the graduate dean  
66 (with a copy provided to the department/ program).
- 67
- 68 ~~3.~~ The Dean of Graduate Studies shall inform Registration and Records when  
69 students have been placed on or removed from administrative-academic  
70 probationary status so that student records can be updated.
- 71
- 72 D. When a student is placed on academic or administrative-academic probation, s/he  
73 must work with the program coordinator to develop a plan for remediation,  
74 including a timeline for completion. In the case of administrative-academic  
75 probation, the remediation plan must be approved by the Dean of Graduate Studies,  
76 who will send a letter to the student documenting the plan.
- 77
- 78 E. A student cannot be advanced to candidacy or continue in candidate status if s/he is  
79 on either academic or administrative-academic probation.
- 80
- 81 F. A student placed on administrative-academic probation may meet with the Dean of  
82 Graduate Studies to appeal the action.
- 83
- 84

85 II. DISQUALIFICATION

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- A. A student who has been placed on administrative-academic probation may be disqualified from further attendance by the Dean of Graduate Studies if:
  1. The conditions in the remediation plan (for removal of administrative-academic probation) are not met within the period specified; or
  2. The student becomes subject to academic probation while on administrative-academic probation; or
  3. The student becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously, although not currently in such status.

When such action is taken the student shall receive written notification including an explanation of the basis for the action.

- ~~4.~~
- ~~5.~~
- B. In addition, the Dean of Graduate Studies~~an appropriate campus administrator,~~ in consultation with the graduate program coordinator, may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

- ~~C.~~ Disqualification may be either from further registration in a particular program or from further enrollment at the campus, as determined by the Dean of Graduate Studies. A student disqualified for academic deficiency may not enroll in any regular session of the campus without permission from the appropriate campus authority, and may be denied admission to other educational programs operated or sponsored by the campus.

- ~~D.~~ In the event that a student fails the thesis/project defense, the student may repeat the thesis/project defense once. Failure at the second thesis/project defense will result in disqualification from a program. The thesis/project committee will specify the time period and/or conditions of the repeated defense.

- ~~E.~~ A student may repeat a comprehensive examination once. Failure of the second comprehensive examination results in disqualification from a program. The comprehensive exam committee will specify the time period and/or conditions of the repeated examination.

- ~~F.~~ Students who are disqualified at the end of an enrollment period should be notified by the Dean of Graduate Studies before the beginning of the next consecutive



129 regular enrollment period. Students disqualified at the beginning of a summer  
130 enrollment break should be notified at least one month before the start of the fall  
131 term. In cases where a student ordinarily would be disqualified at the end of a term,  
132 save for the fact that it is not possible to make timely notification, the student may  
133 be advised that the disqualification is to be effective at the end of the next term.  
134 Such notification should include any conditions which, if met, would result in  
135 permission to continue in enrollment. Failure to notify students does not create the  
136 right of a student to continue enrollment.

### 137 138 III. REINSTATEMENT

139  
140 If the student is disqualified, either academically or administratively, s/he may petition for  
141 reinstatement. Reinstatement must be based upon evidence that the causes of previous low  
142 achievement have been removed. Reinstatement will be approved only if the student is able to  
143 provide compelling evidence of her/his ability to complete the degree. If the candidate is  
144 disqualified a second time, reinstatement will normally not be considered.

145  
146 Master's students should submit a petition requesting reinstatement to the Dean of Graduate  
147 Studies. The petition, along with a recommendation from the student's graduate coordinator, and  
148 will be forwarded to the reinstatement subcommittee of the Graduate Studies Committee. The  
149 subcommittee will make recommendations to the Dean of Graduate Studies, who has final  
150 authority to approve reinstatement. The size of the reinstatement subcommittee may vary,  
151 depending on the volume of applications, but shall have one member representing each college at  
152 a minimum. The subcommittee must evaluate the probable impact of any medical condition on  
153 previous unsatisfactory performance. If the student is approved for reinstatement, the Dean of  
154 Graduate Studies will send a letter granting reinstatement that specifies the conditions and time  
155 frame for achieving good standing. Students must achieve good standing to advance to candidacy  
156 and to be eligible to graduate.

157  
158 Reinstatement for credential students is handled by a separate process in the [College School](#) of  
159 Education and is not governed by this document.

1 **FAC: Sabbatical leave policy revision**

2  
3 **Rationale:** *FAC has approved new language to clarify instructions for the report to be submitted by*  
4 *faculty upon completion of their sabbatical. FAC added specifics about the length of the report, the*  
5 *due date, and instructions that the report address “any reasons for modification of the original*  
6 *aims” if applicable.*  
7

8  
9 IX. FACULTY RESPONSIBILITIES

- 10  
11 A. A faculty unit employee on a sabbatical leave shall not accept additional and/or  
12 outside employment without prior approval of the president or the President’s  
13 designee.  
14  
15 B. A faculty unit employee granted a sabbatical leave may be required by the president  
16 to provide verification that conditions of leave were met. The statement of  
17 verification shall be provided to the president and the Academic Senate office for  
18 the Professional Leave Committee.  
19  
20 C. A faculty unit employee shall render service to the CSU upon return from a  
21 sabbatical leave at the rate of one (1) term of service for each term of leave.  
22  
23 D. A faculty member, upon return from sabbatical, shall submit a written report (250-  
24 500 words) to the department(s) (or equivalent unit(s)), Dean(s), and President’s  
25 designee. The report shall describe the progress made toward completion of the  
26 proposed project, and, if applicable, address any reasons for modification of the  
27 original aims. The report shall be submitted within two months from the start of first  
28 semester of return from a leave.

1 **FAC: Faculty awards policy revision**

2  
3 *Rationale: FAC has approved changes to the policy to reflect current practice.*

4  
5 ~~D. How is the Award announced? The Academic Senate chair will prepare a letter of recognition to~~  
6 ~~all nominees congratulating them on their nominations. Nominees who accept nominations and~~  
7 ~~submit their files for review shall be publically recognized on campus through Academic Senate~~  
8 ~~minutes.~~

9  
10 The office of the Academic Senate notifies all faculty nominated for award and provides detailed  
11 instructions. The Senate office will keep the identity of nominees, and all deliberations,  
12 confidential.

1           **LATAC: Resolution in Support of the CSUSM Affordable Learning Solutions Initiative**

2   WHEREAS, CSU San Marcos students face economic challenges in completing their degrees, and  
3   the 2008 California Bureau of State Audits Report indicates that the average CSU student pays an  
4   estimated \$812 per year for textbooks; and many studies have shown book prices have risen at least  
5   6% a year yielding a 2013 cost estimate of over \$1000; and

6   WHEREAS, The growing availability of low or no cost, high-quality online or open access  
7   instructional content, as well as lower-cost commercially published content, has provided a possible  
8   alternative to traditional textbooks in many disciplines; and

9   WHEREAS, New technologies are becoming available that make it possible for CSU San Marcos  
10   faculty, staff and students to discover, choose, create, and use digital or open access content; and

11   WHEREAS, The Affordable Learning Solutions program is an initiative launched by the CSU  
12   Chancellor’s Office in 2010 to assist faculty in choosing and providing quality affordable  
13   educational content for students; and

14   WHEREAS, The goal of the Affordable Learning Solutions initiative campaign is to make a CSU  
15   degree more affordable while protecting quality learning experiences for students; now, therefore, be  
16   it

17   RESOLVED, That the Academic Senate support CSU systemwide efforts that encourage CSU  
18   faculty to consider using high quality, low cost or no cost, accessible textbook alternatives, such as  
19   those promoted by the Affordable Learning Solutions initiative, while also preserving academic  
20   freedom; and be it further

21   RESOLVED, That the Academic Senate support the Cougars Affordable Learning  
22   Solutions Initiative (CALM) initiative developed by IITS and urges faculty to consider participating  
23   in the CALM initiative; and be it further

24   RESOLVED, That the Academic Senate urge faculty to assist in this effort by utilizing existing  
25   procedures to keep costs down such as complying with textbook request due dates in order to give  
26   the bookstore time to provide lower cost options such as buyback, used books, rentals, etc.; and be it  
27   further

28   RESOLVED, That the Academic Senate urge all faculty to continue exploring ways to increase the  
29   use of high quality, low cost or no cost, accessible instruction materials alternatives.

1 **BLP: Resolution on restructuring**

2  
3 WHEREAS, An institution’s relevance to its constituencies sometimes dictates that its structure must adapt to  
4 meet changing needs; and

5  
6 WHEREAS, The goal of any such structural change must be to enhance the institution's ability to fulfill its  
7 mission, vision, and values and to meet the needs of its constituents, now, therefore be it

8  
9 RESOLVED, That the Academic Senate expresses its commitment to the principles and guidelines provided  
10 below.

11  
12  
13 **I. Principles**

14  
15 The goal of Academic Affairs' organizational structure is to facilitate employees’ performance of their duties and  
16 responsibilities in an effective and efficient manner in achieving the overall mission of Academic Affairs. These  
17 principles were originally presented to the campus in the Final Report of the Academic Affairs Structure Task  
18 Force (January, 2009). We continue to view these as the criteria against which any restructuring proposals should  
19 be evaluated.

- 20  
21 1. Any change in the organizational structure needs to be consistent with the mission, vision, core  
22 values, and goals of Academic Affairs.  
23  
24 2. The organizational change needs to be consistent with the Division’s human, fiscal and physical  
25 resources. There must be sufficient resources to sustain the new unit(s), and the change should  
26 produce a net positive benefit for the entire division.  
27  
28 3. The organizational change should result in more effective and efficient decision-making and  
29 operation in terms of effective communications, coordination and integration of efforts across and  
30 within units.  
31  
32 4. The organizational change should provide for clear authority, responsibility, and  
33 control/accountability.  
34

35 **II. Recommended Process**

36  
37 We urge a collaborative consultation process to ensure that any restructuring is carried out in a manner consistent  
38 with the principles of shared governance. We would anticipate that any proposals for reorganization or new  
39 structures would include consultation with the relevant Departments, Schools, and Colleges as well as with the  
40 Academic Senate, including the Senate's Budget & Long Range Planning committee.  
41

42 We include the following flow charts simply as examples of consultative processes. These flow charts were also  
43 first put forward by the Final Report of the Academic Affairs Structure Task Force (January, 2009), which was  
44 endorsed by the Senate in Spring, 2010.

## **Academic Affairs Structure: Recommended Process for Structuring Academic Units**

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### **Create<sup>1</sup>**

The appropriate administrator may hire an outside consultant to prepare the proposal when sufficient expertise in the subject matter is deficient internally.

↗ To AALC

↘

Initiator

To Provost

↘ To Senate BLP → To Academic Senate ↗

---

### **Merge**

Initiator → To Schools or Colleges affected → Faculty Vote → To Deans affected

↗ To AALC

↘

To Provost

↘ To Senate BLP → To Academic Senate ↗

---

### **Split**

Initiator → Faculty in splitting units vote → aggregate School or College vote recorded → To Dean  
Provost

↗ To AALC

↘

To

↘ To Senate BLP → To Academic Senate ↗

---

### **Transfer**

Initiator → To Schools or Colleges affected → Faculty Vote → To Deans affected → To Provost

---

### **Abolish**

Initiator<sup>2</sup> → Faculty in affected units vote → School or College faculty vote → To Dean

↗ To AALC

↘

To Provost

↘ To Senate BLP → To Academic Senate ↗

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<sup>1</sup> If the process requires a curriculum change, the proposal is sent to the University Curriculum Committee (UCC) concurrent with Budget and Long-Range Planning (BLP) review.

<sup>2</sup> The Program Assessment Committee (PAC) of the Academic Senate may initiate the formation of an Ad Hoc Program Review Committee (AHPRC) when “the PAC finds that the Program Review report fails to document satisfactory program viability.” Thus the PAC may be the initiator, and the process outlined in Appendix C of the PAC policy on Program Review will be followed.

1  
2 **EC: Resolution Endorsing the California State University, Long Beach, Academic Senate’s**  
3 **‘Resolution on Presidential Search’ (adopted 9/19/13)**  
4

5 WHEREAS, On September 19, 2013, the Academic Senate at California State University, Long Beach,  
6 adopted a ‘Resolution on Presidential Search,’ now, therefore, be it  
7

8 RESOLVED, That the Academic Senate of California State University San Marcos endorse the CSULB  
9 ‘Resolution on Presidential Search’ as well as the Rationale; and be it further  
10

11 RESOLVED, That this resolution be sent to Governor Brown, the CSU Board of Trustees, Chancellor  
12 White, the ASCSU, all CSU campus Academic Senates, and to the CSUSM campus community.  
13

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14 **CSULB: RESOLUTION ON PRESIDENTIAL SEARCH**  
15 **(Adopted September 19, 2013)**

16 WHEREAS, the CSU Board of Trustees will be conducting a search for a new president of California  
17 State University, Long Beach (CSULB) in the academic year 2013/14;  
18

19 WHEREAS, the Academic Senate of the California State University, Long Beach (ASCSULB)  
20 recognizes that the CSU Board of Trustees’ Policy for the Selection of Presidents of September 20-21,  
21 2011 states that “the Chancellor and the Chair of the TCSP [Trustees Committee for the Selection of the  
22 President] determine whether to schedule campus visits, which are optional, or to schedule campus visits  
23 on a modified basis, depending on the circumstances of the search”;  
24

25 WHEREAS, that same Policy affirms a “deep commitment throughout the process to the principles of  
26 consultation with campus and community representatives”;  
27

28 WHEREAS, the omission of the official campus visits would mean less transparency in the search and  
29 hence possibly less trust from the University and the public in the outcome of said search;  
30

31 WHEREAS, the presidential candidates’ official campus visits give the CSU Board of Trustees and the  
32 TCSP as well as the University and the public important insight into the candidates’ knowledge of, and  
33 ability to lead, the students, faculty, staff, and administration of CSULB; and  
34

35 WHEREAS, the ASCSULB wishes to affirm that the incoming president of CSULB will of course  
36 ultimately be judged *not* on the procedures by which he or she was selected *but* on his or her performance  
37 as president;  
38

39 *be it therefore*  
40

41 RESOLVED, that the ASCSULB strongly encourages the Chancellor and the TCSP to schedule official  
42 campus visits for the finalists in the search for a new president of CSULB in the academic year 2013/14;  
43 and  
44

45 RESOLVED, that the ASCSULB strongly encourages the CSU Board of Trustees to revisit their Policy  
46 for the Selection of Presidents of September 20-21, 2011 and once again make official campus visits for  
47 finalists in presidential searches mandatory.

## STANDING COMMITTEE REPORTS

### Academic Policy Committee (APC)

APC is currently working on:

1. Grad. Student Probation, Disqualification, and Reinstatement Policy
  2. Guidelines for Syllabi Policy
  3. Dual Listing of LD and UD Courses Policy
  4. Policy on Curriculum Originating Off Campus
  5. Policy that defines online and hybrid courses
  6. Academic Freedom Policy
  7. Winter Intersession Policy
  8. Policy re requiring computer use for tests
  9. Policy for demonstrating English language competence for international students
  10. Credit Certificate Policy
  11. Policy for Student Representation on University Committees
- 

### Budget & Long-Range Planning Committee (BLP)

*P-form Reviews: Kinesiology's proposed Master's degree will receive a second reading at today's Senate meeting. BLP's review of Biology's proposed Quantitative Biology & Biostatistics minor is scheduled for a first reading on today's Senate agenda.*

*Extended Learning Commission Grants: Per procedures developed last year to ensure faculty input on program development, BLP reviewed and ranked faculty proposals submitted for the CSU's annual grants from the Commission on the Extended University. We forwarded our recommendations to EL's Dean Schroder.*

*Review of 3-year Rolling Plans: BLP will meet with AALC (the Provost's direct reports) next week to review proposals for next year's anticipated growth funds. Our tasks will include ranking all proposals for new state funding within Academic Affairs and determining how best to present Academic Affairs' budget proposals to the University Budget Committee and to the President.*

*Extended Learning documents: We are working on several documents relating to programs offered through Extended Learning, including a document that would govern how programs might be moved from self-support to stateside administration and how existing stateside programs can be expanded to include self-support delivery.*

*Provost's Space Advisory Group (PSAG): BLP's chair participates on this advisory group which reviews proposals for new space allocations on behalf of Academic Affairs. Recent discussions have included review of proposals for spaces vacated with offices' moves to the USU and proposals for the use of space in Kellogg Library.*

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### Faculty Affairs Committee (FAC)

The members of FAC congratulate its member, Laura Makey (lecturer in the department of liberal studies) for having been awarded the 2014 "President's Faculty Award for Outstanding Lecturer."

The Faculty Affairs committee has welcomed Fernando Soriano (At Large, 13-15) to the committee. The CoBA position remains vacant. FAC meets weekly from on Monday from 9:30-11am.

FAC has approved a meeting time for Academic Year 2014/2015: M 10am-12pm.

FAC has approved changes to the Brakebill Policy, clarifying that the names of faculty nominated for the award will be kept confidential, which is established practice. FAC has approved changes to the Sabbatical Leave Policy, clarifying instructions for the faculty report.

At the top of FAC's agenda is: (1) Post Tenure Periodic Evaluation Policy; and (2) CEHHS RTP Policy. Next in the queue are the following:

- CHABSS Lecturer Evaluation Policy (Referred 10/14/13)
- CSM Policy & Procedures for the Nomination and Election of Peer Review Committees (Referred 11/4/13)



- CEHHS RTP standards for Speech Language Pathology (Referred 11/11/13)
- Emeritus Policy (Referred 8/14/13)
- RTP Documents from Psychology, Economics, Literature and Writing, History have been received by CHABSS Faculty Development Committee. Still expected: Political Science; Sociology; Liberal Studies; Women's Studies

### **General Education Committee (GEC)**

- New GE Mission statement, to replace the introduction to the 1994 GE Philosophy statement on today's agenda, as it was in November.
- Preparing updated guidelines on syllabi content – working with APC
- Preparing for review of lower division curriculum
- Draft LEAP student learning outcomes nearly complete. Matrices connecting these learning outcomes to GE areas will be built next.
- Golden Four Task Force being put together to study challenges surrounding raising the minimum grade in Golden Four courses from D- to C.
- Directions for filling out GE forms available on Academic Programs curriculum forms web page
- Foreign language CLEP exams articulated with the C3 requirement
- ID 370-11, SOC 489-6/NATV 380-2 approved for DD credit
- MLAN 360 approved for CC credit

### **Library & Academic Technology Advisory Committee (LATAC)**

LATAC has drafted a revised charge to the committee. The revisions are in response to changes in technology and campus needs. The committee continues to work with Teresa Maclin on the development of a campus policy on social media use. The committee is coordinating with APC on developing definitions of online, hybrid, and face to face courses. LATAC is also working on an open access policy with Carmen Mitchell from the Library.

### **Nominations, Elections, Appointments & Constitution Committee (NEAC)**

NEAC has worked to help recruit and recommend faculty for vacant committee seats through its seventh call for volunteers. Two NEAC members continue working with members of the Faculty Affairs Committee on the Lecturer Committee taskforce. The committee is also considering additional possibilities forwarded by the Senate leadership on filling empty committee seats and working with PAC to determine whether an additional interdisciplinary seat would be appropriate on the committee.

### **Program Assessment Committee (PAC)**

The PAC is in various stages of completion of its review and responses to the following Program Reviews: Professional Science Masters in Biotechnology, Literature and Writing Studies B.A., Joint Doctoral Program in Educational Leadership, and School of Education M.A. Once responses from the remaining reviewers are submitted, the committee will complete its work on these Program Reviews. The committee will begin its review of the Sociological Practice M.A. once the external reviewers visit is completed this week, and the reviewers submit their report.

### **Student Affairs Committee (SAC)**

SAC has met twice monthly this academic year with the exception of December (no meetings) and January (1 meeting). We are still waiting on feedback from EC on the field trip policy and recognize that more time-sensitive issues have pushed the first read back on EC's agenda. Co-chairs Robertson-Howell and Daniels met with Scott Gross a second time to continue collaboration between the President's Task Force on Engaged Education and SAC. SAC identified activities that would fall under the umbrella of Engaged Education and researched definitions used for each activity by other campuses and organizations. Suggested definitions will be submitted to the task force via Scott Gross by February 7, 2014.

### **University Curriculum Committee (UCC)**

*Work completed since the Dec. Senate meeting:* Following review and consultation with proposing faculty, UCC recommended approval of 3 C-forms (new course), 4 C-2 forms (course change), 2 P-2 forms (program change), and 1 P-form (new program) all of which are reflected on the Senate consent calendar or as discussion items. Specific discussion items on the agenda for the current Senate meeting are a P-form for a Master's of Science in Kinesiology Program (second reading), C-forms for ANTH 360 and ANTH 465 which are being opposed by the AS 12/04/2013

Native Studies Program (second reading), and a P-form for a Minor in Quantitative Biology and Biostatistics (first reading). Separate UCC reports have been provided for each of the discussion items.

*Continuing work:* UCC is currently reviewing curriculum which was originally submitted to UCC in Oct. 2013. Curriculum is typically reviewed in the order received (i.e. the earlier the submission date, the higher the review priority). Current status of curriculum review can be monitored by faculty at the Academic Programs Curriculum Review Website at:

[http://www.csusm.edu/academic\\_programs/curriculumscheduling/catalogcurricula/2013-14\\_curriculum.html](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2013-14_curriculum.html)