

## ACADEMIC SENATE MEETING

Wednesday, March 5, 2014

1 – 2:50 p.m. (approx.)

Commons 206

- I. Approval of agenda
  - II. Approval of minutes of 02/05/2014 meeting *emailed on 03/03/2014*
  - III. Consent Calendar\* *attached*  
NEAC Recommendations  
[UCC](#) Course/program change proposals & reconciliations
  - IV. Action items *These are items scheduled for a vote, including second reading items.*
    - A. [GEC](#) GE program mission statement *attached*
    - B. [SAC](#) Field trips policy, new *attached*
    - C. [BLP/UCC](#) Minor in Quantitative Biology & Biostatistics program proposal *attached*  
[mescobar@csusm.edu](mailto:mescobar@csusm.edu), [sbeavers@csusm.edu](mailto:sbeavers@csusm.edu)
  - V. Discussion items *These are items scheduled for discussion, including first reading items.*
    - A. [APC](#) Graduate probation, disqualification, and reinstatement policy revision\* *attached* [ckumar@csusm.edu](mailto:ckumar@csusm.edu)
    - B. [FAC](#) Sabbatical leave policy revision\* *attached* [cnav@csusm.edu](mailto:cnav@csusm.edu)
    - C. [FAC](#) Faculty awards policy revision *attached* [cnav@csusm.edu](mailto:cnav@csusm.edu)
    - D. [LATAC](#) Resolution in support of CALM *attached* [eprice@csusm.edu](mailto:eprice@csusm.edu)
    - E. [BLP](#) Resolution on restructuring *attached* [sbeavers@csusm.edu](mailto:sbeavers@csusm.edu)
    - F. EC Resolution on presidential search process *attached* [vbennett@csusm.edu](mailto:vbennett@csusm.edu)
    - G. [BLP](#) Self-support delivery of existing programs policy & procedure, new *attached* [sbeavers@csusm.edu](mailto:sbeavers@csusm.edu)
    - H. [UCC](#) Flow chart re opposition *attached*  
[mescobar@csusm.edu](mailto:mescobar@csusm.edu)
  - VI. Presentation  
Institute for Palliative Care, Helen McNeal *Time certain 2:15-2:30 pm*
- Reports will begin at 2:30 pm**
- VII. Chair's report: [Vivienne Bennett](#) Referrals to committees *attached*
  - VIII. Vice chair's report: [Laurie Stowell](#)
  - IX. [President's](#) report: Karen Haynes
  - X. [Provost's](#) report: Graham Oberem
  - XI. [ASCSU](#) report: [Glen Brodowsky](#)
  - XII. [CFA](#) report, Darel Engen
  - XIII. [ASI](#) report: Matthew Walsh
  - XIV. [Standing Cmte](#) reports *written reports attached*
  - XV. Information item
    - A. [GEC](#) Program Student Learning Outcomes (SLOs)
    - B. EC Response to CHABSS department chairs re Dec. 2013 ANTH discussion *attached*
  - XVI. Senators' concerns and announcements

\*Pending EC action.

**Next meeting: April 9, 2014**

## REFERRALS TO COMMITTEES

Committee	Description
FAC	RTP standards - Psychology
BLP	Policy re self-support delivery of existing programs
FAC	RTP standards – Social Work
APC	Centers & institutes policy revision
NEAC	Directors as eligible faculty
APC	EL roles and responsibilities policy revision
NEAC	Draft proposal for new graduate standing committee
FAC	Timetable for “careful consideration” of Lecturer faculty
GEC	Nursing program request for exemption from Area E

## CONSENT CALENDAR

### NEAC Recommendations

Committee	Seat & Term	Name(s)
25th Anniversary Committee	Library, ad hoc	Judith Downie
25th Anniversary Committee	CEHHS, ad hoc	Leslie Mauerman
25th Anniversary Committee	CHABSS, ad hoc	Michelle Vogel Trautt
Arts & Lectures Committee	CHABSS (not VPA), 13-15	Ibrahim Al-Marashi
Arts & Lectures Committee	CEHHS, 13-16	Grace McField
Arts & Lectures Committee	Library, 13-16	Carmen Mitchell
Arts & Lectures Committee	At large, 13-15	Xuan Santos

### UCC Course/Program Change Proposals & Reconciliation

SUBJ	No.	Course/Program Title	Form	Originator	To UCC	UCC Approved
MLAN	360	Migrant and Diaspora Cinema in Europe	C	M Geiger	10/7/2013	2/13/2014
SOC	475	Popular Criminology (previously SOC 490-3 & SOC 490-6)	C	M Atherton	10/7/2013	2/13/2014
HIST	620	Directed Thesis Research, Writing, and Media Presentation	C-2	A Sepinwall	6/20/2013	2/13/2014
DNCE	124	Screening Dance	C-2	K Schaffman	0/21/2013	2/13/2014
BIOT	420	Plant Biotechnology	C	M Escobar	0/22/2013	2/13/2014
BIOT	450	Medical Biotechnology	C	B Mothe	10/22/2013	2/13/2014
ANTH		Bachelor of Arts in Anthropology	P-2	B Bade	8/26/2013	2/27/2014
CHEM	106	Introduction to Organic and Biochemistry	C	S Jayasinghe	10/22/2013	2/27/2014
CHEM	106L	Introduction to Organic and Biochemistry Lab	C	S Jayasinghe	10/22/2013	2/27/2014
BIOL	489	Introduction to Laboratory/Field Research	C-2	D Kristan	10/22/2013	2/27/2014

*Continued, next page.*

## 2014 Curriculum Reconciliation - CSM (Round 2)

Course and Subject Number	Current Information	Proposed Change	If any requirements are being added or removed, provide a rationale
CS 421	<p>Theory of Computing Regular and context-free languages, and other formal languages, push down and finite-state automata, and other finite machines. Turning machine computability, halting problems. May not be taken for credit by students who have received credit for CS 521. Enrollment Requirement: MATH 270 or 370. Co/Prerequisite: CS 351. Prerequisite: CS 311.</p>	<p>Co/Prerequisite: CS 351. Prerequisite: CS 311</p>	<p>As of 2012, MATH 270 is a co/prerequisite of CS311. Therefore, it does not have to be listed as enrollment requirement for all courses students take after CS311</p>
CS 433	<p>Operating Systems Operating system design and implementation, process coordination and scheduling, deadlocks, interface devices, memory and device management, networks and security, distributed and real-time systems. May not be taken for credit by students who have received credit for CS 533. Enrollment Requirement: CS 231. Prerequisite: CS 311</p>	<p>Prerequisite: CS 231 And CS 311</p>	<p>In 2012, all 400 level courses should have had the enrollment requirements changed to prerequisites but it did not happen for some of the courses.</p>
CS 435	<p>Real-Time Concepts for Embedded Systems Introduction to the high-level abstract modeling concepts and the lower-level fundamental programming aspects of real-time embedded systems development. The primary focus is in the design, development and validation of microprocessor based real-time embedded systems. Course topics will include real-time operating system design, real-time scheduling theory, general-purpose microprocessors, common bus architectures, memory management, device driver development, interrupts, general purpose peripherals: such as timers and counters, I/O subsystems along with some embedded system design problems and engineering issues. Enrollment Requirement: CS 231. Prerequisite: CS 331.</p>	<p>Prerequisite: CS 231 and CS 331</p>	<p>In 2012, all 400 level courses should have had the enrollment requirements changed to prerequisites but it did not happen for some of the courses.</p>

Course and Subject Number	Current Information	Proposed Change	If any requirements are being added or removed, provide a rationale
CS 441	<p>Software Engineering Principles, techniques, and tools used to effect the orderly production of medium- and large-scale computer software will be studied. Includes review of problem-solving concepts, software development process, software requirements and specifications, verification, and validation. These techniques will be applied to programming projects with students working in teams and managing all phases of a programming project. Social, professional, and ethical issues will be discussed. May not be taken for credit by students who have received credit for CS 541. Enrollment Requirement: MATH 270 or 370. Prerequisite: CS 311</p>	Prerequisite: CS 311,	As of 2012, MATH 270 is a co/prerequisite of CS311. Therefore, it does not have to be listed as enrollment requirement for all courses students take after CS 311
CS 455	<p>Logic Programming Declarative programming techniques: formal specification of the problem itself rather than of a solution algorithm. Survey of logic programming languages such as Prolog, applications, theoretical foundations propositional logic, predicate calculus, resolution, theorem proving, non-determinism, meta-programming. May not be taken for credit by students who have received credit for CS 555. Enrollment Requirement: MATH 270 or 370. Prerequisite: CS 351.</p>	Prerequisite: CS 351	As of 2012, MATH 270 is a co/prerequisite of CS311. Therefore, it does not have to be listed as enrollment requirement for all courses students take after CS 311
CS 464	<p>Numerical Analysis and Computing Computer arithmetic, solution of a single algebraic equation, solution of systems of equations interpolating polynomials, Numerical integration, numerical solution of ordinary differential equations; error analysis and computational effort of numerical algorithms. Combines theoretical ideas with hands-on laboratory experience. Also offered as MATH 464. Students may not receive credit for both. Enrollment Requirement: CS 111 and MATH 162.</p>	Prerequisite: CS 111 and MATH 162	In 2012, all 400 level courses should have had the enrollment requirements changed to prerequisites but it did not happen for some of the courses.
CS 511	<p>Application of computer technology to the management of biological information. Introduces computer algorithms that are used to gather, store, analyze and integrate biological and genetic information which can then be applied to gene-based drug discovery and development. Enrollment Requirement: CS 311</p>	Enrollment requirement for graduate students and prerequisite for undergraduates: CS 311	All 500 level classes will state "enrollment requirements for graduates and prerequisites for undergraduates: XXXX" but this blanket rule was not applied to the C forms we submitted recently.

Course and Subject Number	Current Information	Proposed Change	If any requirements are being added or removed, provide a rationale
CS 512	<p>Illustrates the process of analyzing data from different perspectives and summarizing it into useful information so as to increase revenue, or cut costs. Introduces Data Mining software analytical tools that are used for analyzing data. Tools allow users to analyze data from many different dimensions or angles, categorize the data, and summarize the relationships identified.</p> <p>Prerequisite: CS 443.</p>	<p>Enrollment requirement for graduate students and prerequisite for undergraduates: CS 443</p>	<p>All 500 level classes will state “enrollment requirements for graduates and prerequisites for undergraduates: XXXX” but this blanket rule was not applied to the C forms we submitted recently.</p>
CS 575	<p>Discusses important machine learning algorithms, systems, theory and practices including decision-tree learning, artificial neural networks, Bayesian approaches, genetic algorithms and programs, reinforcement learning, computational learning theory, etc. May not be taken for credit by students who have received credit for CS 475.</p> <p>Prerequisite: CS 311.</p>	<p>Enrollment requirement for graduate students and prerequisite for undergraduates: CS 311</p>	<p>All 500 level classes will state “enrollment requirements for graduates and prerequisites for undergraduates: XXXX” but this blanket rule was not applied to the C forms we submitted recently.</p>
CS 578	<p>An introduction to the study of classical and current approaches in the field of the processing, extraction and classification of textual data. The approaches include natural language processing, statistical models of language, algorithms in machine learning use applied in text mining. Analysis of current applications in static data collections and dynamic data collections such as the web will be carried out.</p> <p>Prerequisite: CS 311.</p>	<p>Enrollment requirement for graduate students and prerequisite for undergraduates: CS 311</p>	<p>All 500 level classes will state “enrollment requirements for graduates and prerequisites for undergraduates: XXXX” but this blanket rule was not applied to the C forms we submitted recently.</p>
CS 637	<p>Advanced Computer Networks Broadband integrated services digital networks, high-speed networks, radio and satellite networks, lightwave networks; multimedia communications, wireless communications, high-speed communications; network design, network architectures, traffic and admission control, routing and flow control, performance issues, traffic characteristics.</p> <p>Enrollment Requirement: CS 433 and 537.</p>	<p>Prerequisite: CS 433 and CS 537</p>	<p>In 2012, all 600 level courses which had 500 level courses as enrollment requirements were supposed to be changed to prerequisites, but it did not happen to one of the courses (CS 637)</p>

Course and Subject Number	Current Information	Proposed Change	If any requirements are being added or removed, provide a rationale
CS 699A (1) 699B (2) 699C (3)	Master's Thesis Preparation of a thesis for the master's degree. May be repeated for a total of six (6) units of credit. Graded Credit/No Credit. Enrollment Requirement: An officially appointed thesis committee with a thesis advisor as the chair of the committee and advancement to candidacy.	Master's Thesis Preparation of a thesis for the master's degree. May be repeated but only six (6) units count toward the master's degree. Graded Credit/No Credit. Enrollment Requirement: An officially appointed thesis committee with a thesis advisor as the chair of the committee and advancement to candidacy	To make CS699 (thesis) language consistent with CS698 (project) – clarification.
CS Minor	Math270 has been a co-requisite of CS311 for many years, this fact was not indicated in the list of the courses for CS minor.	Add Math270 to the list of courses for the minor. And the total units should become 26	

BIOL 505	Physiological Ecology	Include in the Ecology and General Concentration upper-division requirements	
BIOT 357	Foundations of Biotechnology	Include in the General Concentration upper-division requirements	

# GEC: General Education Program at CSUSM

## Mission Statement

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

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

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

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

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

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.

SAC has considered all of the feedback received during the last Academic Senate meeting. SAC added some language or changed the formatting, for better clarity, as indicated below.

1 <sup>st</sup> Reading Comment	Action Taken
What constitutes a field trip? When would faculty or staff need to complete documents in accordance with this policy?	Language was added for clarification in the field trip definition. Appropriate documentation will need to be completed when a “course-related, off-campus activity” is “organized and led by a faculty or staff member.”
Concerns that the reasons for an alternative assignment were “too broad.”	Language was changed to emphasize “disabilities or other compelling reasons.” It is also noted that the decision to offer an alternative assignment is at the discretion of the faculty/staff member organizing and leading the fieldtrip.

SAC thanks all senators and other readers for their input. SAC believes that this policy will serve the interests of departments/units, faculty and staff organizing and leading academically related fieldtrips. We also understand that the policy may be improved in the future based on practical experience and new understanding of best practice.

**DEFINITION:** A policy governing any university course-related, off-campus activity organized and 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 and led by a faculty or staff member and designed to serve educational purposes. The travel must occur concurrently with enrollment in the course. A field trip would include the gathering of data for research (such as at a geological or archaeological site), 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 or service-learning placements, all of which are governed under separate policy.



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## 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. If disabilities or other compelling reasons prevent a student from attending the field trip, that student may be given an alternative assignment that demonstrates equivalent knowledge. The specifics of the alternative assignment, and whether a student will be granted this option, is at the complete discretion of the faculty or staff organizing and leading the fieldtrip. \*\*\*Note: Students registered with DSS, and whose disability clearly compromises their ability to engage in the fieldtrip will always be provided an appropriate equivalent assignment at their request.~~
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

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### Catalog Copy

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#### MINOR in Quantitative Biology and Biostatistics

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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>
<b>Upper Division Required</b>				
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>
<b>Upper Division Electives (choice of 3)</b>				
	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.

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1 **APC: Graduate probation, disqualification & reinstatement**

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

10  
11 **Definition:** It is the policy of California State University San Marcos to place graduate students on academic  
12 or administrative probation when their overall work is less than satisfactory, as reflected in a  
13 deficient cumulative grade point average, or other failure to make adequate academic progress.  
14 Graduate students are dismissed from the university through academic disqualification when the  
15 conditions needed to achieve good standing are not met in a timely fashion. Consideration for  
16 reinstatement is provided through a petition process.

17  
18 **Authority:** Executive Order 1038.

19  
20 **Scope:** Students admitted to Graduate Standing: Conditionally Classified; Post baccalaureate Standing:  
21 Classified; and Graduate Standing: Classified. Students admitted to Post baccalaureate Standing:  
22 Unclassified will be governed by the undergraduate policy on Academic Probation,  
23 Disqualification and Reinstatement.

24  
25 I. PROBATION

- 26  
27 A. A student will be placed on academic probation if, during any academic term, the student  
28 fails to maintain a the cumulative grade point average (GPA) of at least 3.0 in all units  
29 attempted course work in the master’s program subsequent to admission to the program falls  
30 below 3.0.
- 31  
32 B. A student may also be placed on administrative academic probation by the Dean of Graduate  
33 Studies for any of the following reasons:
- 34  
35 1. Withdrawal from all or a substantial portion of a program of studies in two  
36 successive terms or in any three terms. (Note: A student whose withdrawal is directly  
37 associated with a chronic or recurring medical condition or its treatment is not to be  
38 subject to administrative probation for such withdrawal).
- 39  
40 2. Repeated failure to progress toward the stated degree objective or other program  
41 objective, including that resulting from assignment of 15 units of No Credit, when  
42 such failure appears to be due to circumstances within the control of the student.
- 43  
44 3. Failure to comply, after due notice, with an academic requirement or regulation, as  
45 defined by campus policy, which is routine for all students or a defined group of  
46 students (examples: failure to complete a required examination, failure to complete a  
47 required practicum, failure to comply with professional standards appropriate to the  
48 field of study, failure to complete a specified number of units as a condition for  
49 receiving student financial aid or making satisfactory progress in the academic  
50 program).
- 51 C. The student shall be advised of probation status promptly, and shall be provided with the  
conditions for removal from probation and the circumstances that would lead to

52 | disqualification, should probation not be removed. Notification shall occur through one of  
53 | the following actions, as appropriate:

- 54 |  
55 | 1. Students whose GPA places them on academic probation shall be informed in writing  
56 | by the department/program's graduate coordinator or designee prior to the beginning  
57 | of the next term (with a copy provided to the Dean of Graduate Studies).  
58 | 2. Students shall be placed on administrative-academic probation by the Dean of  
59 | Graduate Studies, following consultation with the program/department. The  
60 | probationary student shall be informed in writing by the graduate dean (with a copy  
61 | provided to the department/ program).

62 |  
63 | ~~3.~~—The Dean of Graduate Studies shall inform Registration and Records when students  
64 | have been placed on or removed from administrative-academic probationary status so that  
65 | student records can be updated.

66 |  
67 | D. When a student is placed on academic or administrative-academic probation, s/he must work  
68 | with the program coordinator to develop a plan for remediation, including a timeline for  
69 | completion. In the case of administrative-academic probation, the remediation plan must be  
70 | approved by the Dean of Graduate Studies, who will send a letter to the student documenting  
71 | the plan.

72 |  
73 | E. A student cannot be advanced to candidacy or ~~continue in candidate status~~graduate if s/he is  
74 | on either academic or administrative-academic probation.<sup>1</sup>

75 | F.

## 76 | II. DISQUALIFICATION

77 |  
78 | A. A student who has been placed on administrative-academic probation may be disqualified  
79 | from further attendance by the Dean of Graduate Studies if:

- 80 |  
81 | 1. The conditions in the remediation plan (~~for removal of administrative-academic~~  
82 | probation) are not met within the period specified; or  
83 | 2. The student becomes subject to academic probation while on administrative-  
84 | academic probation; ~~or~~  
85 | 3. The student becomes subject to administrative-academic probation for the same or  
86 | similar reason for which he/she has been placed on administrative-academic  
87 | probation previously, although not currently in such status.

88 | ~~4.~~

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

91 | ~~5.~~

92 | B. In addition, ~~the Dean of Graduate Studies~~ an appropriate campus administrator, in  
93 | consultation with the graduate program coordinator, may disqualify a student who at any time  
94 | during enrollment has demonstrated behavior so contrary to the standards of the profession  
95 | for which the student is preparing as to render him/her unfit for the profession. In such cases,  
96 | disqualification will occur immediately upon notice to the student, which shall include an  
97 | explanation of the basis for the action, and the campus may require the student to discontinue  
98 | enrollment as of the date of the notification.  
99 |

---

<sup>1</sup> Advancement to candidacy occurs when a master's program has approved a student to proceed toward completing the final requirements for the master's degree, e.g., final coursework, and culminating experience (thesis, project, or comprehensive exam).

100  
101 | CB. Disqualification may be either from further registration in a particular program or from  
102 further enrollment at the campus, as determined by the Dean of Graduate Studies. A student  
103 disqualified for academic deficiency may not enroll in any regular session of the campus  
104 without permission from the appropriate campus authority, and may be denied admission to  
105 other educational programs operated or sponsored by the campus.

106  
107 | DC. In the event that a student fails the thesis/project defense, the student may repeat the  
108 thesis/project defense once. Failure at the second thesis/project defense will result in  
109 disqualification from a program. The thesis/project committee will specify the time period  
110 and/or conditions of the repeated defense.

111  
112 | ED. A student may repeat a comprehensive examination once. Failure of the second  
113 comprehensive examination results in disqualification from a program. The comprehensive  
114 exam committee will specify the time period and/or conditions of the repeated examination.

115  
116 | FE. Students who are disqualified at the end of an enrollment period should be notified by the  
117 Dean of Graduate Studies before the beginning of the next consecutive regular enrollment  
118 period. Students disqualified at the beginning of a summer enrollment break should be  
119 notified at least one month before the start of the fall term. In cases where a student ordinarily  
120 would be disqualified at the end of a term, save for the fact that it is not possible to make  
121 timely notification, the student may be advised that the disqualification is to be effective at  
122 the end of the next term. Such notification should include any conditions which, if met,  
123 would result in permission to continue in enrollment. Failure to notify students does not  
124 create the right of a student to continue enrollment.

### 125 126 III. REINSTATEMENT

127  
128 If the student is disqualified, either academically or administratively, s/he may petition for reinstatement.  
129 Reinstatement must be based upon evidence that the causes of previous low achievement have been removed.  
130 Reinstatement will be approved only if the student is able to provide compelling evidence of her/his ability to  
131 complete the degree. If the candidate is disqualified a second time, reinstatement will normally not be  
132 considered.

133  
134 Master's students should submit a petition requesting reinstatement to the Dean of Graduate Studies. The  
135 | petition, along with a recommendation from the student's graduate coordinator, ~~and~~ will be forwarded to the  
136 reinstatement subcommittee of the Graduate Studies Committee. The subcommittee will make  
137 recommendations to the Dean of Graduate Studies, who has final authority to approve reinstatement. The size  
138 of the reinstatement subcommittee may vary, depending on the volume of applications, but shall have one  
139 member representing each college at a minimum. The subcommittee must evaluate the probable impact of any  
140 medical condition on previous unsatisfactory performance. If the student is approved for reinstatement, the  
141 Dean of Graduate Studies will send a letter granting reinstatement that specifies the conditions and time frame  
142 for achieving good standing. Students must achieve good standing to advance to candidacy and to be eligible  
143 to graduate.

144  
145 | Reinstatement for credential students is handled by a separate process in the College School of Education and  
146 is not governed by this document.

## FAC: Sabbatical leave policy revision

**Rationale:** FAC has approved a change to the Sabbatical Policy (FAC 059-94) approved by the Academic Senate 04/20/2011. FAC changed IX.D, the instructions for the report to be submitted by faculty upon completion of their sabbatical. FAC added specifics about the length of the report, the due date, and instructions that the report address “any reasons for modification of the original aims” if applicable.

### I. AUTHORIZATION

Sabbatical leaves are authorized under Article 27 of the Collective Bargaining Agreement.

### II. OBJECTIVE

Sabbatical leaves shall be for purposes that provide a benefit to CSUSM through scholarly research or creative activity, instructional improvement and/or faculty retraining. Such activities provide a crucial benefit to the instructional needs of CSUSM by improving the competency and enthusiasm of the faculty, by keeping the faculty up-to-date in their fields, and by bringing new ideas and concepts to the campus which will be shared with students and other faculty in and out of the classroom. Sabbatical activities also benefit society and promote the reputation of the university by giving CSUSM faculty a chance to refine ideas developed at CSUSM and spread them to the national and international creative, scholarly and educational communities.

### III. ELIGIBILITY

- A. A full-time faculty unit employee shall be eligible for sabbatical leave if:
1. The individual has served full-time for six (6) years at CSU San Marcos in the preceding seven (7) year period prior to the leave; and
  2. The individual has served full-time at least six (6) years after any previous sabbatical leave or difference in pay leave<sup>2</sup>.
- B. Credit granted towards completion of the probationary period for service elsewhere shall also apply towards fulfilling the eligibility requirements for sabbatical.
- C. A leave of absence without pay or service on an academic administrative appointment excluded from the bargaining unit shall not constitute a break in service for eligibility requirements.
- D. For tenure track faculty, final approval of a sabbatical leave is contingent upon having earned tenure.

### IV. SALARY

The salary of a faculty employee on a sabbatical leave shall be in accordance with the following:

- One (1) semester at full salary; or
- Two (2) semesters at one-half (1/2) the full salary.

### V. SSP-ARs

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<sup>2</sup>Difference in Pay Leaves. Academic employees who have completed at least six consecutive academic years of service may be granted a leave of absence for one or more semesters not exceeding one year, with compensation equal to the difference in salary between that received by the person on leave and minimum salary of the instructor rank.



- 49 A. All full time SSP-ARs are eligible to apply for sabbaticals.  
50  
51 B. The process for SSP-ARs will be the same as it is for instructional faculty with the following  
52 exceptions:  
53 1. The Professional Leave Committee will evaluate the applications separately from the  
54 instructional faculty and assign them to one of the categories identified in Section VII. C.  
55 2. The Professional Leave Committee will submit their report to the Vice President for Student  
56 Affairs instead of the Vice President for Academic Affairs.  
57  
58 VI. APPLICATION PROCESS  
59  
60 A. Sabbatical leaves are awarded the year prior to the sabbatical leave itself. Each spring semester, faculty  
61 who are eligible to apply for a sabbatical leave shall be notified of their eligibility and the application  
62 submission date for the Fall semester. A copy of the notification shall be sent to the Dean and the  
63 Department Chair or equivalent<sup>3</sup>. In order to facilitate resource planning, faculty are asked to notify the  
64 Dean and Department Chair (or equivalent) as soon as they make the decision to apply for a sabbatical  
65 leave.  
66  
67 B. An application for a sabbatical leave shall include the following:  
68 1. A 3 to 5 page narrative which states the purpose of the sabbatical leave and gives a detailed  
69 description of the applicant’s plan of scholarly research or creative activity, instructional  
70 improvement and/or faculty retraining. This narrative shall include the following:  
71 a. A full description of the proposed activities including a timeline, and a description of  
72 the methodology, and/or course of study (or other types of activities). The activities  
73 proposed should be of a nature to clearly make full use of the applicant's working  
74 time for the duration of the sabbatical leave.  
75 b. An explanation of how the project positively impacts the applicant’s professional  
76 development (including the ability to carry out responsibilities at CSUSM). The  
77 applicant should put the professional development into context. For example, if the  
78 proposed activity involves a course of research, the applicant should explain whether  
79 it represents a continuation of ongoing research or a change in direction; likewise, if  
80 the proposed activities are directed at instructional improvement, the applicant  
81 should describe the courses which will benefit and how they will benefit from the  
82 proposed activities.  
83 2. A statement specifying the CSU resources (e.g., the need to use one’s faculty office/lab, the  
84 need to secure an internal grant, or the need for travel funds), if any, necessary to carry it out;  
85 3. A statement of the time requested, which shall not exceed one (1) year (N.B.: a sabbatical  
86 leave of two (2) semesters may be implemented within a two (2) consecutive year period);  
87 4. A copy of the applicant’s curriculum vitae and a copy of original reports for previous  
88 sabbatical leaves (see section IX.D., below).  
89 5. Applicants who have been recommended or conditionally recommended for a sabbatical but  
90 not funded in any of the previous two years may also include copies of previous  
91 recommendations from the Professional Leave Committee for one or both of the previous two  
92 years.  
93  
94 C. There are *two* options for submitting the application. The application may be submitted as a PDF file to  
95 the Academic Resources Office *and* to the Department Chair (or Equivalent Unit Lead). Alternatively,  
96 nine (9) copies may be submitted to the Professional Leave Committee via the Office of the Academic  
97 Senate. When submitted to the Office of the Academic Senate, the Office shall distribute seven copies  
98 to the Professional Leave Committee, one copy to the Associate Vice President for Academic Affairs -  
99 Academic Resources office, and one copy to the applicant’s department (or equivalent unit).

100

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<sup>3</sup> A faculty member not belonging to a “department” has an appropriate administrator, for example a Center Director or a Program Director, who functions as the equivalent of the Department Chair for the purposes of this document.

- 101 D. A Difference in Pay Leave may be filed simultaneously with a request for a sabbatical leave according  
102 to academic unit policy and procedures but only one type of leave may be granted.  
103

104 VII. EVALUATION PROCESS  
105

- 106 A. A Professional Leave Committee shall review sabbatical applications, considering questions related to  
107 the quality of the proposed sabbatical leave project.
- 108 1. The Professional Leave Committee shall be constituted as follows:
    - 109 a. The Professional Leave Committee shall be elected on an annual basis by  
110 probationary and tenured faculty unit employees.  
111
    - 112 b. The Professional Leave Committee shall be an all university committee composed of  
113 full-time tenured professors.
    - 114 c. NEAC will determine the number of members from each unit as appropriate. At least  
115 one member shall be elected from the faculty in each college and the Library by the  
116 eligible faculty. The distribution of areas shall parallel that of the University  
117 Retention, Tenure, and Promotion committee. One at-large representative shall be  
118 elected from the faculty as a whole.
    - 119 d. Faculty unit employees applying for a sabbatical leave shall not be eligible for  
120 election to the Professional Leave Committee.
  - 121 2. The Professional Leave Committee shall use only the following criteria listed in order of  
122 importance in evaluating the merit of applications:
    - 123 a. The quality of the professional development of the applicant through scholarly  
124 research or creative activity, instructional improvement and/or faculty retraining with  
125 no implied priority among these (including the impact on the faculty member's  
126 ability to carry out responsibilities to CSUSM).
    - 127 b. The quality of the application in terms of clarity, purpose, methods, and objectives.
  - 128 3. The Professional Leave Committee shall group applications into the following categories:
    - 129 a. *Highly Recommended*: Applications that indicate exceptionally high quality  
130 projects. The expectation is that all Highly Recommended applications will be  
131 funded.
    - 132 b. *Conditionally Recommended*: Applications that indicate high quality sabbatical  
133 leave projects. The expectation is that funding of Conditionally Recommended  
134 applications will be based on the availability of resources.
    - 135 c. *Not Recommended*: Applications that do not indicate high quality sabbatical leave  
136 projects.

137 The Professional Leave Committee shall recommend against all applications whose proposed  
138 activities are not of a nature to account for all of the applicant's working time for the duration  
139 of the sabbatical leave.

140 The *Highly Recommended* category should be a small, select group. In no case should more  
141 than 25% of the proposals be assigned to this category.
  - 142 4. The Professional Leave Committee shall rank order all applications in the *Conditionally*  
143 *Recommended* Category (this information will not be included in the letter sent to the  
144 applicant).
  - 145 5. The Professional Leave Committee shall submit a letter for each application to the Vice  
146 President for Academic Affairs giving the following information: (a) the category of  
147 recommendation (Highly Recommended, Conditionally Recommended, or Not  
148 Recommended); (b) the reasons for the recommendation; and (c) suggestions for  
149 improvement if Not Recommended. The Professional Leave Committee shall also submit to  
150 the Vice President for Academic Affairs the rank order of applications in the category.  
151 A copy of this letter shall be provided to the applicant. The applicant shall be informed that a  
152 recommendation by the Professional Leave Committee does not guarantee that the Sabbatical  
153 will be approved by the President.  
154 **Applicants may respond in writing to the VPAA regarding the committee's**  
155 **recommendation within two weeks of receipt of the recommendation.**  
156

- 157 B. The Senate Office shall send a copy of the application to the faculty unit employee's department (or  
158 equivalent unit). The department (or equivalent unit) shall provide a statement to the Vice President  
159 for Academic Affairs (with a copy to the Dean) regarding the possible effect on the curriculum and the  
160 operation of the department (or equivalent unit) should the employee be granted a sabbatical.  
161
- 162 C. The Vice President for Academic Affairs shall make a recommendation to the President regarding each  
163 sabbatical leave application.
- 164 1. After reviewing the recommendations of the Professional Leave Committee, the Vice  
165 President for Academic Affairs may meet and confer with the Professional Leave Committee  
166 for clarification.
  - 167 2. The Vice President for Academic Affairs, in consultation with the appropriate deans, shall  
168 consider other campus program needs and campus budget implications. In particular, the  
169 distribution of sabbatical leaves among different academic units may be considered (taking  
170 into account such factors as the FTES, FTEF, number of eligible faculty, number of faculty  
171 applying, and the number of faculty highly recommended or conditionally recommended by  
172 the Professional Leave Committee in each unit).
  - 173 3. When resources do not allow funding of all sabbatical leaves of a given category or  
174 subcategory of recommendation, the Vice President for Academic Affairs shall also take into  
175 account the number of years (since the applicant's previous sabbatical leave, if any) an  
176 applicant has been eligible for sabbatical leave as well as the number of years the applicant  
177 has been recommended or conditionally recommended for a sabbatical leave by the  
178 Professional Leave Committee, but not awarded.
  - 179 4. Arrangements may be developed by the department and approved by the President to  
180 accommodate granting sabbatical leaves for faculty unit employees whose leaves have been  
181 approved. Such arrangements may include rearranging workload within the department, and  
182 other university funding. No faculty unit employee will be involuntarily required to work in  
183 an overload situation by such arrangements.  
184
  - 185 5. The recommendation of the Vice President for Academic Affairs shall be forwarded to the  
186 President with copies to the applicant, the Dean, the department (or equivalent), and the  
187 Professional Leave Committee. The letter should contain reasons for the recommendation.  
188

189 VIII. APPROVAL

- 191 A. The President or the President's designee shall respond in writing to the applicant and shall include the  
192 reasons for approval or denial. If a sabbatical leave is granted, the response shall include any  
193 conditions of such a leave. A copy of this response shall be provided to the affected department (or  
194 equivalent unit), the Dean, the Vice President for Academic Affairs, and the Academic Senate Office  
195 for the Professional Leave Committee.  
196
- 197 B. Final approval of a sabbatical leave shall not be granted until the applicant has filed with the President  
198 a suitable bond or an accepted statement of assets (not including PERS holdings) and/or a promissory  
199 note that is at least equal to the amount of salary paid during the leave.  
200
- 201 C. The guarantee posted shall indemnify the State of California against loss in the event the employee  
202 fails to render the required service in the CSU following return of the employee from the sabbatical  
203 leave.  
204
- 205 D. The guarantee posted shall immediately be canceled in full upon completion of required service or  
206 upon waiver of that service by mutual agreement of the faculty member and the CSU.  
207
- 208 E. A faculty unit employee whose leave requested has been approved shall normally be granted that  
209 leave. A leave may be deferred up to one year in circumstances when the President or the President's  
210 designee determines that granting the sabbatical leave in the succeeding academic year would cause an  
211 undue hardship on the department's ability to offer its program.  
212

213 IX. FACULTY RESPONSIBILITIES

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256

- A. A faculty unit employee on a sabbatical leave shall not accept additional and/or outside employment without prior approval of the president or the President’s designee.
- B. A faculty unit employee granted a sabbatical leave may be required by the president to provide verification that conditions of leave were met. The statement of verification shall be provided to the president and the Academic Senate office for the Professional Leave Committee.
- C. A faculty unit employee shall render service to the CSU upon return from a sabbatical leave at the rate of one (1) term of service for each term of leave.
- D. A faculty member, upon return from sabbatical, shall submit a written report (250-500 words) to the department(s) (or equivalent unit(s)), Dean(s), and President’s designee. The report shall describe the progress made toward completion of the proposed project, and, if applicable, address any reasons for modification of the original aims. The report shall be submitted within two months from the start of first semester of return from a leave.  
~~A faculty member, upon return from sabbatical, shall submit a written report of approximately one page to the department (or equivalent unit) and Dean describing accomplishments during the period of leave.~~

X. FACULTY RIGHTS

- A. It is the intent of this policy that faculty unit employees eligible for sabbatical leave who meet the conditions of this policy receive their sabbatical leave.
- B. Faculty on a sabbatical leave may not serve on university-wide committees. However, faculty on a sabbatical leave may vote in university-wide elections and run for university-wide offices for which they are eligible. The voting rights and committee service restrictions of an individual on sabbatical, within their college, department, or program, should be decided by the college/department/program and included in pertinent governance documents.
- C. A faculty unit employee on a sabbatical leave shall be considered in work status and shall receive health, dental, and appropriate fringe benefits provided by the CSU in the same manner as if the individual were not on a sabbatical leave.
- D. A faculty unit employee on a sabbatical leave shall be entitled to accrue sick leave, vacation, and service credit toward merit salary adjustment, eligibility toward promotion, if applicable, and seniority credit.
- E. If approved leaves are deferred, in succeeding years first preference for leave shall be given to faculty whose leave applications were approved in the earliest prior year.

257	XI.	TIMELINE
258		
259		<b>May of year before request process begins</b>
260		• Associate Vice President for Academic Affairs - Academic Resources notifies eligible faculty
261		• NEAC constitutes the Professional Leave Committee.
262		
263		<b>Last business day of September</b>
264		• 9 copies of application due in Office of the Academic Senate. (Senate provides 1 copy to Associate
265		Vice President for Academic Affairs and 1 copy to the department (or equivalent unit)
266		
267		<b>First business day of October</b>
268		• Associate Vice President for Academic Affairs - Academic Resources requests impact statement from
269		the department (or equivalent unit)
270		
271		<b>Last business day of October</b>
272		• Professional Leave Committee forwards recommendations to Vice President for Academic Affairs
273		with a copy to applicant
274		• Impact statements due to Vice President for Academic Affairs with a copy to applicant
275		
276		<b>Last day of Fall semester</b>
277		• President or designee notifies candidates of sabbatical decisions with copies to the department (or
278		equivalent unit), the Dean and the Office of the Academic Senate for the Professional Leave
279		Committee
280		
281		

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.





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.  
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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.

1 **BLP: Policy & Procedure for Expanding Existing Programs to Self-Support Delivery**  
2 **at CSUSM at Temecula or other Off-Site Physical Locations**  
3

4 **Rationale:** *CSU policy does not allow existing state-support programs to be “supplanted” via Extended*  
5 *Learning offerings; however, CSU campuses may offer existing state-supported programs on off-campus*  
6 *sites where at least one of the following conditions is met: "i. the courses or program is designed*  
7 *primarily for career enrichment or retraining (Education Code § 89708)[;] ii. the location of the courses*  
8 *or program offerings is removed from permanent, state-supported campus facilities; [or], iii. the client*  
9 *group for the courses or program receives educational or other services at a cost beyond what could be*  
10 *reasonably provided under state support" (a determination made by the Chancellor’s Office per*  
11 *Executive Order 1047, at <http://www.calstate.edu/eo/EO-1047.html>).*

12  
13 *The most recent revision of CSUSM’s policy on “Extended Learning’s Roles and Responsibilities”*  
14 *(signed by President Haynes on June 27, 2012) indicates that CSUSM’s existing for-credit programs can*  
15 *be offered via Extended Learning if “approved by the Dean (or designee) of the College offering the*  
16 *programs, the Dean of Extended Learning (or designee), the CSUSM Academic Senate (via a policy to be*  
17 *developed by the BLP), and the President (or designee).” This proposed policy/procedure is intended to*  
18 *establish standards and procedures by which such a program expansion will be considered by the*  
19 *Academic Senate, once it is proposed by faculty from within a program. The appended template is*  
20 *derived from the P form.*

21  
22 *This policy refers only to off-site program delivery; the launching of self-support online versions of*  
23 *existing programs will need to be addressed in a separate policy, yet to be developed.*

24  
25 **Definition:** Policy and procedure for the offering of State-supported, for-credit programs by Extended  
26 Learning.

27  
28 **Authority:** California State Education Code § 89708 and CSU Executive Order 1047.

29  
30 **Scope:** State-supported, for-credit programs considered for off-site offering by Extended Learning.

31  
32 **Policy:**

33 CSU campuses may offer existing state-supported programs at off-campus sites where at least one of the  
34 following conditions is met: "i. the courses or program is designed primarily for career enrichment or  
35 retraining (Education Code § 89708)[;] ii. the location of the courses or program offerings is removed  
36 from permanent, state-supported campus facilities; [or], iii. the client group for the courses or program  
37 receives educational or other services at a cost beyond what could be reasonably provided under state  
38 support" (Executive Order 1047, at <http://www.calstate.edu/eo/EO-1047.html>).<sup>6</sup>

39  
40 **Procedure:**

- 41 1. Proposals to expand existing stateside programs to include self-support delivery shall be generated by  
42 faculty within those programs. Faculty generating proposals shall work closely with the Dean of  
43 Extended Learning (or his/her designee) to fill out all required paperwork. This paperwork shall  
44 include any documentation required by the Chancellor’s Office as well as a proposal based upon  
45 CSUSM’s approved template ("Off-Site EL Delivery" template, below).
- 46 2. Proposals shall be considered for approval by the Academic Senate after review by the  
47 a) appropriate College-level planning committee;  
48 b) appropriate College Dean; and  
49 c) BLP.

50  
51  
52  

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<sup>6</sup> The Chancellor’s Office makes the determination with regard to whether a program has met the requirements set forth in EO 1047.

**Template for Program Expansions to Self-Support at CSUSM at Temecula  
or other Off-Site Physical Locations**

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**1. Program Identification**

- a. Name, title, and rank of the individual(s) primarily responsible for drafting this proposal.
- b. Term and academic year of self-support program launch (e.g. Fall 2007).
- c. Specify the off-site location (i.e., CSUSM at Temecula, etc.)
- d. Identify the unit that will have primary responsibility for offering the self-support program, and all CSUSM programs or Departments that will provide courses as part of the self-support degree or certificate.
- e. Is this program offered in collaboration with any other institutions (for example, in partnership with a community college)?

**2. Student Demand**

- a. What evidence exists to demonstrate the need to expand the program to a self-support offering at an off-site location?
- b. What community participation, if any, was engaged in the planning process? (This may include prospective employers of graduates.)
- c. What issues of access (i.e., geographic, socioeconomic, scheduling flexibility, etc.) were considered when planning to expand this program to an off-site self-support offering?
- d. What is the expected number of majors in the year of initiation and three years and five years thereafter.<sup>7</sup> What impact on existing campus stateside and EL programs is anticipated (both for the program wishing to expand and other existing programs on campus)?

**3. Support Resources for Expanding Programs to a Self-Support Offering**

**Note:** The following items should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

- a. Anticipated impact on existing CSUSM campus resources, including faculty and staff resources. All affected departments offering courses in this program should be addressed here. How will the new self-support program be offered without negatively impacting the existing stateside offerings? Give particular attention to how existing tenure-track faculty resources will be deployed across the existing stateside program and the proposed new off-site program.
- b. Space and facilities that would be used in support of the proposed program expansion. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required.
- c. A report provided by the campus Library.<sup>8</sup> What additional library resources (including library instruction, library materials and staff/faculty support) will be needed to expand the program to include a self-support delivery model? Indicate the commitment of the campus either to purchase these resources or to borrow through interlibrary loan or the San Diego Circuit. Note: Student demand figures may be especially helpful in determining database expenses as well as necessary reference or other library faculty/staff support.
- d. How will existing academic technology, equipment, and other specialized materials be impacted by the program's expansion to include a self-support delivery?<sup>9</sup> What additional academic technology, equipment, staff support, or other specialized materials will be needed to implement the additional delivery model?

**4. Budget & Anticipated Revenues from Program Expansion**

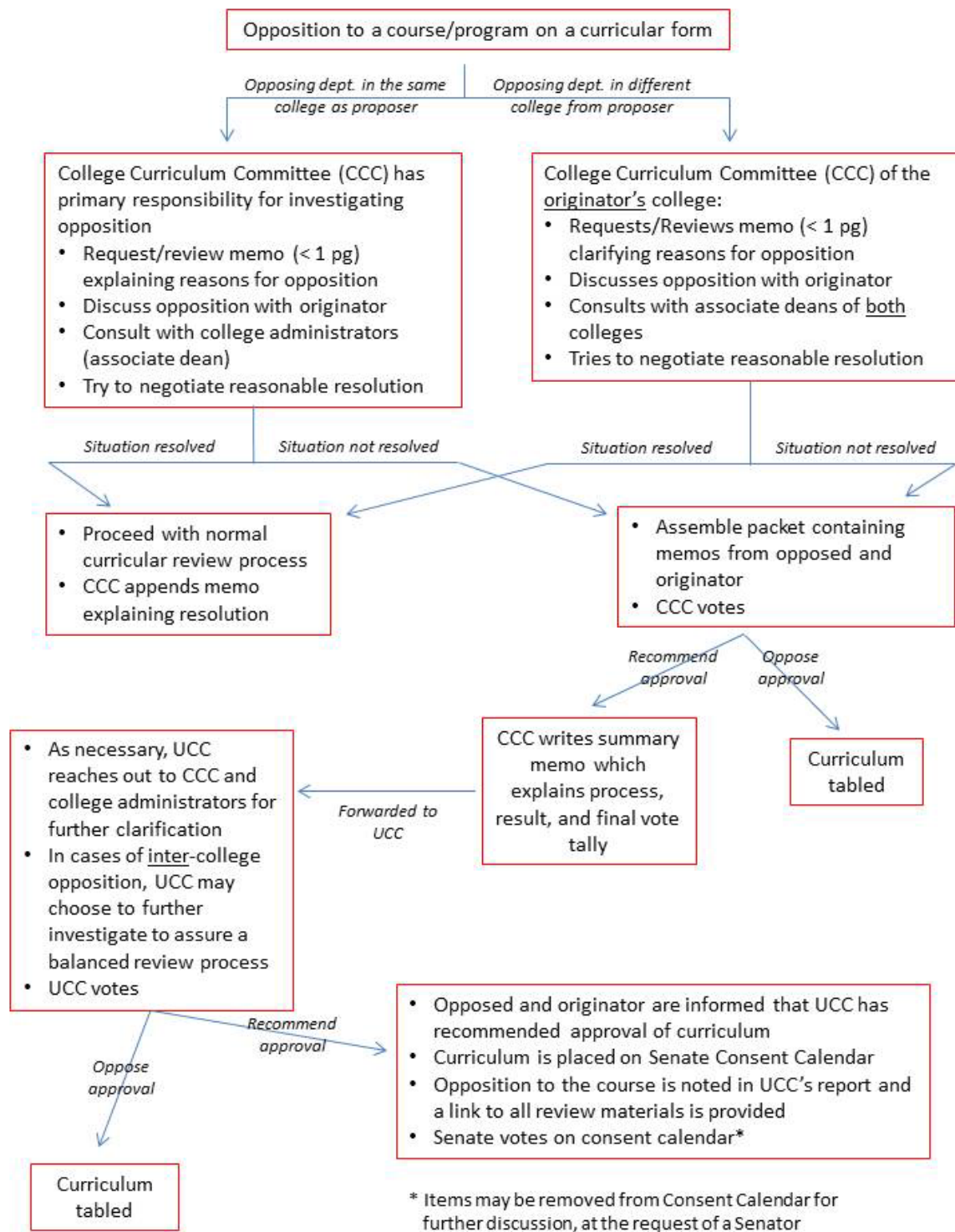
Include a draft budget prepared by Extended Learning that outlines anticipated program costs, tuition and fees, and distribution of revenues.

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<sup>7</sup> Contact Academic Programs for assistance in estimating the number of majors and graduates.

<sup>8</sup> Contact the Library for this report.

<sup>9</sup> Contact Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here.



If proposed new curriculum or a curricular/program change (C, C-2, P-2 form) is formally opposed by a department/unit, but the form is recommended for approval by the college-level curriculum committee and the University Curriculum Committee (UCC), then the following procedure will be followed:

1. The originator and the opposer will be informed that the curriculum has been recommended for approval by the college curriculum committee and UCC.
2. The curriculum will be placed on the Academic Senate Consent Calendar.
3. Opposition to the course will be noted in UCC's report to the Senate and a link to all relevant review materials will be provided.
4. Senate will vote on the consent calendar\*

\*Items may be removed from the Consent Calendar for further discussion, at the request of a Senator. Items removed from the Consent Calendar will be treated as discussion items, with two readings followed by a vote.

**GEC: Draft GE Program Student Learning Outcomes  
GEPsLOs**

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GEPsLO 1: Describe and/or apply principles and methods that are necessary to understand the physical and natural world.

GEPsLO 2: Compare and contrast relationships within and between human cultures.

GEPsLO 3: Students will communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.

GEPsLO 4: Students will use oral communication to effectively convey meaning to various audiences.

GEPsLO 5: Students will find, evaluate and use authoritative and/or scholarly information to comprehend a line of inquiry.

GEPsLO 6: Students will think critically and analytically about an issue, idea or problem, considering alternative perspectives and reevaluation of one's own position.

GEPsLO 7: Apply numerical/mathematical concepts in order to illustrate fundamental concepts within fields of study (quantitative reasoning).

GEPsLO 8: Describe the importance of diverse experiences, thoughts and identities needed to be effective in working and living in diverse communities and environments. (diversity)

GEPsLO 9: Apply knowledge gained from courses in different disciplines to new settings and complex problems. (interdisciplinary)

1 **From:** Vivienne Bennett

2 **Sent:** Thursday, February 20, 2014 8:47 AM

3 **To:** Sheryl Lutjens; Jocelyn Ahlers; Roger Arnold; Michael Hughes; Cyrus Masroori; Elizabeth  
4 Matthews; Michael McDuffie; Salah Moukhlis; Liliana Rossmann; Miriam Schustack; Jill Watts; Heidi  
5 Breuer; Catherine Cucinella; Maureen Fitzpatrick; Joonseong Lee; Domenica Pearl; Scott Greenwood;  
6 Aníbal Yáñez-Chávez

7 **Cc:** Vivienne Bennett; Laurie Stowell; Linda Holt; Marcia Woolf; Staci Beavers; Carmen Nava; Chetan  
8 Kumar; Edward Price; Erika Daniels; Jay Robertson-Howell; Linda Shaw; Marshall Whittlesey; Matthew  
9 Escobar; Richelle Swan; Toni Olivas; Yvonne Meulemans; David Barsky; Glen Brodowsky; Darel Engen

10  
11 **Subject:** Curriculum Process and Dec Senate Mtg: Sent on Behalf of the Executive Committee of the  
12 Senate

13  
14 Dear Concerned CHABSS Chairs and CAPC members,

15  
16 This is to respond to the letter from Concerned CHABSS Chairs dated January 12, 2014, and to  
17 the letter from CAPC sent on February 5, 2014, regarding the curriculum process for ANTH 360 & ANTH  
18 465 and the December 4, 2013, Senate meeting.

19  
20 First of all, thank you for your input. We know that the curricular review of ANTH 360 and 465  
21 has been difficult for many faculty in CHABSS, especially faculty in Anthropology and Native Studies.  
22 Your memo provides us with an opportunity to fully explain UCC's process and intent in the review of  
23 these courses.

24  
25 We would first like to address the procedural issue. It is absolutely true that almost all C forms  
26 that are recommended for approval by a college curriculum committee and by UCC are placed on the  
27 consent calendar and are approved by the Senate without further discussion. It is also true that almost  
28 all C forms are essentially non-contentious: following minor revisions, they pass through the review  
29 process completely unopposed. Occasionally, a piece of curriculum is formally opposed by another  
30 department, but in the past this opposition has been resolved during the review process, either through  
31 changes to the curriculum, mediation by CAPC/UCC, or acquiescence by the opposed. With this thought  
32 in mind, UCC contacted ANTH and NATV in  
33 order to discuss the possibility of meeting to explore cross-listing or other possible mutually acceptable  
34 resolutions of the issue. It is typical practice for UCC to reach out to faculty in cases of unresolved  
35 conflicts related to curricular forms, based on the first sentence of UCC's charge: "The University  
36 Curriculum Committee shall have general oversight of all issues related to the review of proposed  
37 curriculum." Had UCC been provided with information about previous attempts at mediation, this offer  
38 would likely have been considered redundant, but UCC did not have this information at the time of  
39 review. To be clear, UCC's decision to ultimately bring  
40 ANTH 360 and 465 to the Senate as a discussion item was based on the contentious issues surrounding  
41 the review of the courses, not the unsuccessful (and in hindsight, unnecessary) attempt to mediate  
42 between ANTH and NATV.

43  
44 To provide some historical perspective, David Barsky, who served on UCC for the past 16 years,  
45 could not recall another example in which curricular opposition was vigorously pursued throughout the  
46 review process and remained unresolved going to Senate. In fact, this curriculum was contentious at all  
47 levels of review, including in Executive Committee as well as the Senate: separate members of UCC, EC,  
48 and Senate all questioned whether the curriculum should move forward at all. UCC's consistent position  
49 was to move the curriculum forward through the review process and let Senate have the final say.

50  
51 Prior to UCC's final vote on the ANTH curriculum, the UCC chair confirmed with Marcia Woolf  
52 that the Consent Calendar is utilized only for Senate approval of simple, non-contentious curriculum (i.e.  
53 99.9% of all C, C-2, and P-2 forms). When CAPC and UCC vote to "approve" a piece of curriculum, they  
54 are actually voting to recommend approval by Senate. This may seem like semantics, but the reality is  
55 that the buck stops at the Senate. As you know, the Consent Calendar provides essentially no

56 information about the courses that are being voted on. So, when UCC places an item on the consent  
57 calendar, we are asking senators to “rubber stamp”  
58 the approval process, with the understanding that there are no remaining questions or controversies  
59 surrounding the curriculum.

60  
61 Thus, approval of curriculum by a college curriculum committee and by UCC does not guarantee  
62 that a piece of curriculum will be placed on the consent calendar. For example, two years ago, C-forms  
63 related to dual listing of Biology courses (undergraduate-graduate level) were approved by both CSM’s  
64 CAPC and UCC, and then brought to the Senate floor as discussion items. In a more recent example, four  
65 ROTC courses that had been approved by COBA’s UGCC and UCC were brought to the Senate floor as  
66 discussion items at the November 2013 Senate meeting. The fact that dual listing and ROTC courses  
67 were discussed on the Senate floor in no way disparaged or “undermined” the previous work of UCC,  
68 CSM’s CAPC, and CoBA’s UGCC. This procedure was simply a reflection of the fact that the Senate is the  
69 deciding authority and that it needs to be provided with the background to make informed decisions  
70 when curriculum is potentially contentious. Senate discussions of the ROTC courses were especially  
71 informative, given that Senators decided not to follow the recommendations of  
72 CAPC, UCC, and EC, instead tabling the curriculum for future discussion.

73  
74 In the rare cases where unresolved questions/issues are associated with a piece of curriculum,  
75 we believe that all senators need to be made aware of this fact and have the opportunity to fully inform  
76 themselves about the issues so that they can make an informed vote. As we found out in the case of the  
77 ROTC courses, this vote may not always follow previous recommendations of CAPC and UCC.

78  
79 At the November Senate meeting, the EC provided the Senate with a clear description (preview)  
80 of the proposed procedure to be followed in Senate review of ANTH 360 and 465 at the December  
81 Senate meeting. No questions or concerns about the process were raised and no additional information  
82 (beyond what was included in the review packet) was provided to UCC or EC until after the December  
83 meeting. UCC and EC acted in good faith, based on the information available about the courses, using an  
84 established process. Given our experience,  
85 we are now revisiting this process with a focus on how it may be refined going forward to further  
86 improve the review of contentious curricular issues.

87  
88 In sum, although this may not have been clear to faculty who are not senators, the Academic  
89 Senate Executive Committee (EC) conscientiously followed due process and communicated it explicitly  
90 during the review. In addition, all faculty received notice of the Senate agenda and all senators were  
91 responsible for noting the information in the agenda, which included the letter from Native Studies, from  
92 ANTH, and from CAPC.

93  
94 Lastly, non-senators may speak during first readings. Individuals who are not senators  
95 expressed their individual views at the Dec. 4th meeting regarding curriculum, pedagogy, and  
96 relationships between the campus and the Native community. That speech did not represent the views  
97 of anyone except the speakers.

98  
99 As the Academic Senate Chair stated in the February Senate meeting, UCC is currently working  
100 to develop a new process/workflow for dealing with contentious curricular issues moving forward.  
101 Central to this process will be a “middle way” to present curriculum to Senate; i.e. a means to provide  
102 Senators with more information about contentious pieces of curriculum (so that they can make  
103 informed votes) without necessarily introducing them as full discussion items (which requires two full  
104 readings). We anticipate that a proposal outlining this process will be presented at the March Senate  
105 meeting, and we look forward to any input that you may provide to help us to assure an equitable,  
106 transparent, and streamlined treatment of curriculum at Senate.

107  
108 Sincerely,

109  
110 The Executive Committee of the Academic Senate  
111 (by majority approval)



## STANDING COMMITTEE REPORTS

### Academic Policy Committee (APC)

APC is currently working on the following policies:

1. Extended Learning's Roles and Responsibilities Policy
  2. Centers and Institutes Policy
  3. Grad. Student Probation, Disqualification, and Reinstatement Policy
  4. Guidelines for Syllabi Policy
  5. Policy that defines online and hybrid courses
  6. Academic Freedom Policy
  7. Policy on Winter Intersession
  8. Dual Listing of LD and UD Courses Policy
  9. Policy on Curriculum Originating Off Campus
  10. Credit Certificate Policy
- 

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

P-form Reviews: Biology's proposed Quantitative Biology & Biostatistics minor is scheduled for a second reading on today's Senate agenda. We are currently reviewing P-forms for a certificate in Applied Behavior Analysis (from CEHHS), a B.S. in Speech Language Pathology (from CEHHS), an M.S. in Speech Language Pathology (from CEHHS), and a post-bac certificate in Pre-Health Professions (CSM).

Review of 3-year Rolling Plans: BLP met with AALC (the Provost's direct reports) in February to review proposals for next year's anticipated growth funds. This meeting focused on strategizing how best to present Academic Affairs' needs to the University Budget Committee (UBC) and the President's Executive Council.

Extended Learning documents: BLP's proposed policy/procedures document for expanding existing stateside programs to EL delivery is on today's Senate agenda for a first reading.

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### Faculty Affairs Committee (FAC)

As a reminder, FAC has approved a meeting time for the entire Academic Year 2014/2015: M 10am-12pm. The decision to schedule for the entire year was made to assist both continuing and new members in planning their schedules. Because FAC has consistently been using up all the time in its weekly, one and a half hour meetings, FAC voted to increase the weekly meeting to two hours.

FAC is currently reviewing: (1) Post Tenure Periodic Evaluation Policy; (2) CHABSS Lecturer Evaluation Policy; and, (2) CHABSS Department of Psychology RTP.

Next in the queue are:

Emeritus Policy (Referred 8/14/13)

CSM Policy and Procedures for the Nomination and Election of Peer Review Committees (Referred 11/4/13)

CEHHS Speech Language Pathology RTP (Referred 11/11/13)

CEHHS Social Work RTP (Referred 2/19/14)

RTP Documents from Economics, Literature & Writing, History have been received by CHABSS Faculty Development Committee. Still expected: Political Science; Sociology; Liberal Studies; Women's Studies

The FAC chair and Lecturer Representative are participating in a joint task force with NEAC on lecturer inclusion. The task force hopes to bring to the senate this AY a proposal to increase lecturer representation in the senate.

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### General Education Committee (GEC)

- New GE Mission statement, to replace the introduction to the 1994 GE Philosophy statement on today's agenda for a second reading.
- Preparing updated guidelines on syllabi content – working with APC
- Processing lower division GE recertifications

- A working list of GE programs student learning outcomes is given as an information item on today's agenda. These are student learning outcomes that are intended to be assessed as a measurement of the broad function of the GE program. GEC asks for feedback on them, but does not propose to make them policy, so as to avoid a struggle over exact wording. It seems to make more sense to have more flexibility to alter them if that appears helpful in the assessment process. The proposed assessment plan will involve assessing one of these outcomes across campus (but not in every course) per semester over the next five years.
- 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
- Created appeal process by which BIOL 210 may be used for the B2 requirement
- Involved in looking at Halualani and Associates for purposes of mapping diversity in the GE program
- GE town hall on assessment occurred on Feb. 11.
- HIST 304A and 304B approved for DD and CC certification, respectively
- Working on GE assessment plan for the coming years
- Considering a proposal from the Nursing program whereby its student may clear area E with a combination of courses instead of an officially certified area E course.

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

No report.

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

NEAC has worked to help recruit and recommend faculty for vacant committee seats through its eighth call for volunteers. Two NEAC members continue working with members of the Faculty Affairs Committee on the Lecturer Committee taskforce. We have worked on making small editing changes to the Election Rules and are preparing the various Constitutional referenda for an upcoming faculty vote. We are also drafting language for a possible graduate curriculum committee.

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

PAC is in the process of completing work on the following Program Reviews: Professional Master's of Science in Biotechnology, Literature and Writing Studies, B.A., Master of Arts in Sociological Practice, School of Education M.A., and Joint Doctoral Program in Educational Leadership.

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

SAC has met three times during the Spring semester. We received feedback from the Senate on the field trip policy, made revisions accordingly, and have resubmitted the policy to Senate for a Second Reading. We have also continued SAC's collaboration on Engaged Education with the President's Task Force (headed by Scott Gross). After identifying activities that would fall under the umbrella of Engaged Education, SAC submitted draft definitions to the Task Force. Co-chairs Robertson-Howell and Daniels will meet with Scott Gross to review feedback from the task force and proceed from there.

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

- Work completed since the Feb. Senate meeting: Following review and consultation with proposing faculty, UCC recommended approval of 25 C-forms (new courses), 3 C-2 forms (course changes), 1 P-2 form (program change), and 1 P-form (new program), all of which are reflected on the Senate consent calendar or as current/future discussion items. A P-form for a Minor in Quantitative Biology and Biostatistics is on the current Senate agenda for a second reading, and a separate UCC report has been provided for this discussion item. UCC will also present a new proposed workflow for reviewing curriculum that is opposed by a department or unit, and how this opposed curriculum will be presented to the Senate.
- Continuing work: UCC is currently reviewing curriculum which was originally received by 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)