

ACADEMIC SENATE MEETING

Wednesday, April 23, 2014

1 – 2:50 p.m. (approx.)

Commons 206

- I. Approval of agenda
- II. Approval of minutes of 03/05/2014 and 04/09/14
- III. Chair's Report
- V. President's Report: **Time Certain 2:30**
- VI. Consent Calendar* *attached*
 - NEAC Recommendations
 - UCC Recommendations
- VII. Action items *These are items scheduled for a vote, including second reading items.*

10 minute time limit for Item A; 5-minute time limit for all other Action items.

- A. UCC MILS 101, 102, 201, 202 *6 attachments*
 - B. BLP/UCC CEHHS, Applied Behavior Analysis program *attached*
 - C. NEAC Faculty Service and Voting While on Leave *attached*
 - D. BLP/UCC CEHHS, B.S. Speech Language Pathology *attached (4)*
 - E. FAC Post Tenure Review policy revisions *attached (2 attachments)*
 - F. FAC CHABSS, Evaluation of Lecturer Unit 3 Employees *attached*
 - G. BLP Moving Self-Support Academic Programs to State Support *attached*
- VIII. Discussion items* *These are items scheduled for discussion, including first reading items.*
- A. Chair Use of clickers at senate (vote on May 7)
 - B. FAC University RTP policy, Article on Applicability of New Departmental RTP Standards* *attached*
 - C. APC Policy on Centers and Institutes *attached*
 - D. EC/NEAC Standing Rules, Removing Item from Consent Calendar *attached*
 - E. UCC/BLP MS in Speech Language Pathology *attached (3)*
 - F. APC Dual Listing of LD and UD courses *attached*
 - G. EC (majority vote) Resolution, Equity 3 Salary Increases *attached*
 - H. FAC RTP Calendar* *attached*
 - I. FAC CEHHS Speech Language Pathology RTP Standards* *attached*
 - J. LATAC: Resolution in Support of open Access for Faculty Publication *attached*
 - K. UCC/BLP Pre Health Professions Certificate* *attached (2)*

*Pending EC action

- IX. [Standing Cmte](#) reports *UCC report attached*
- X. Information items

- A. ASI Board Resolution on MILS courses *attached*
- B. Reply to Pershing, et al letter *attached*
- C. Lecturer Eligibility for President's Awards for Outstanding Faculty *attached*
- D. Secretary's Report

Faculty Awards Policy, approved by President Haynes and Provost Oberem with revisions recommended by Senate

- E. ASCSU Report *attached*
- F. CFA Report *attached*
- G. ASI Report *attached*
- X. Senators' concerns and announcements

Next meeting: May 7, 2014

REFERRALS TO COMMITTEES

Committee	Description
FAC	Adding lecturers as eligible for President’s Awards for Outstanding Teaching, Service and Scholarship/Creative Activity
FAC	Department of History Standards for RTP
FAC	RTP Calendar for AY 14-15
FAC	Campus wide PRC policy and procedures
FAC	Add Article to University RTP Policy re: applicability of new/revised department level RTP standards
NEAC	Revise APC’s charge to include undergraduate and graduate policies explicitly; revise APC’s charge to add a representative of Graduate Studies

**Consent Calendar
NEAC RECOMMENDATIONS**

Committee	Seat & Term	Name
Coordinating Committee for Diversity Mapping	CEHHS—S14-S15	John Halcon
Coordinating Committee for Diversity Mapping	CHABSS-HA -S14-S15	Rebecca Lush
Coordinating Committee for Diversity Mapping	CHABSS-BSS -S14-S15	Joely Proudfit
Coordinating Committee for Diversity Mapping	Ethnic Studies Affiliate-S14-S15	Michelle Holling
Coordinating Committee for Diversity Mapping	Library -S14-S15	Toni Olivas
Ad Hoc Taskforce on Institutional Learning Outcomes	Library-Spring 2014	Yvonne Meulemans

UCC Course/Program Change Proposals & Reconciliation

SUBJ	No.	COURSE/PROGRAM TITLE	FORM	ORIGINATOR	TO UCC	UCC APPROVED
LTWR	334D	Native American Cinema	C	Martha Stoddard Holmes	9/18/2013	2/6/2014
KINE	301	Motor Control and Learning	C-2	Jeff Nessler	10/29/2013	4/10/2014
BUS	442	Business Strategy	C	Catalin Ratiu	2/10/2014	4/10/2014
BUS	495	Senior Experience	C	Alan Styles	2/10/2014	4/10/2014

1 *Summary of UCC review- MILS 101, 102, 201, 202*

2
3 Military Science 101, 102, 103, and 104 are a series of 3-unit Reserve Officers' Training Corps (ROTC) courses
4 focused on leadership, communication skills, and the structure and organization of the U.S. Army. The courses are
5 "sponsored" by the College of Business Administration, since there is no official ROTC program at CSUSM.
6 Currently CSUSM ROTC students must commute to San Diego State University to take these required courses.
7

8 MILS 101, 102, 201, and 202 were first examined by UCC on 4/22/13 and have been substantially revised during
9 three rounds of review involving both the 12/13 UCC and the 13/14 UCC. Even in their current revised form, the
10 courses differ substantially from most college-level curriculum in that they are highly repetitive and lack a typical
11 prerequisite structure. However, their content and structure are largely standardized by the U.S. Army, with virtually
12 identical courses taught at many CSU and UC campuses. The courses will not count toward any major, though the
13 units may be applied toward a degree which contains free elective units. This is also true of the ROTC courses that
14 CSUSM students currently take at San Diego State.
15

16 On 10/31/13 UCC voted to recommend the courses for Senate Approval, with a vote tally of 4 Yes, 2 No, and 1
17 Abstention. UCC members casting dissenting votes expressed concern at the repetitive/redundant structure of the
18 curriculum. These courses are being brought to the Senate as Discussion Items (rather than the typical inclusion of
19 C-forms on the Consent Calendar) based on the recommendations of the Senate ROTC Task Force (2008).
20

21 For Senate review, all C-forms, Course Syllabi, email acknowledgement/support of the courses from First Year
22 Programs, and an email chain summarizing UCC's review comments and the responses of the course originators are
23 all included at this link:

24 [http://www.csusm.edu/senate/meetings/meetingdocs/1314/MILS_Cforms-syllabi-emails_AS-
26 Nov2013.pdf](http://www.csusm.edu/senate/meetings/meetingdocs/1314/MILS_Cforms-syllabi-emails_AS-
25 Nov2013.pdf)
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1 MILS Courses; Changes from the First Reading

2
3 The four syllabi have been revised to address concerns raised about them and to make clearer the difference
4 between the four courses. To answer questions about course content and rigor, the course-specific outcomes
5 are now described in greater specificity. The lists of 100-level and 200-level “common” SLOs (between 101
6 and 102, and between 210 and 202) have been reviewed by Major Orezza, who has clarified that some of
7 these outcomes are addressed in just one course or the other; those lists have been updated to reflect this
8 information.

9
10 To address specifically question of whether the four courses are essentially the same, and to emphasize that the
11 four courses are about leadership, the following course overviews (adapted from the national course templates)
12 are presented here.

13
14 **MILS 101 (Introduction to Leadership I)** introduces students to the personal challenges and competencies
15 that are critical for effective leadership. Students learn how the personal development of life skills such as
16 critical thinking, goal setting, time management, stress management, and physical/mental fitness (resiliency
17 training) relate to leadership, officership, and the Army profession. The focus is on developing basic
18 knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of
19 the ROTC program and its purpose in the Army.

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21 **MILS 102 (Introduction to Leadership II)** contains an overview of basic leadership fundamentals such as
22 setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing
23 skills. Students explore dimensions of leadership attributes and core leader competencies in the context of
24 practical, hands-on, and interactive exercises. Cadre role models and the building of stronger relationships
25 among the students (through common experience and practical interaction) are critical aspects of the MSL 102
26 program.

27
28 **MILS 201 (Foundations of Leadership I)** explores the dimensions of creative and innovative tactical
29 leadership strategies and styles by examining team dynamics and two historical leadership theories that form
30 the basis of the Army leadership framework (trait and behavior theories). Students practice aspects of personal
31 motivation and team building in the context of planning, executing, and assessing team exercises and
32 participating in leadership labs. The focus is on continued development of the knowledge of leadership
33 attributes and core leader competencies through an understanding of Army rank, structure, duties and basic
34 aspects of land navigation and squad tactics. Case studies provide tangible context for student learning.

35
36 **MILS 202 (Foundations of Leadership II)** examines the challenges of leading tactical teams in the
37 operational environment. The course highlights dimensions of operation orders, terrain analysis, and
38 patrolling. Further study of the theoretical basis of the Army Leadership Requirements Model explores the
39 dynamics of adaptive leadership in the context of military operations. Students develop greater self awareness
40 as they assess their own leadership styles and practice communication and team building skills. Practical
41 exercises give insight into the importance and practice of teamwork and tactics in real-world scenarios
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MILS 101 – INTRODUCTION TO LEADERSHIP I

COURSE SYLLABUS & CLASS SCHEDULE

COURSE CREDIT HOURS: 3

INSTRUCTOR: MAJ Gino R. Orezza, Assistant Professor of Military Science, Building, Craven Hall-Reserve Officer Training Corps Room 6232; cell phone (xxx) yyy-zzzz. Office hours: I am available anytime. Stop by or give me a call.

CLASS MEETING TIMES: Once a week

CLASS LOCATION: TBD

CATALOG COURSE DESCRIPTION: Structure, organization and missions of the U.S. Army. Development of leadership styles. Preparation and development for officer status.

EXPANDED COURSE DESCRIPTION: MILS 101 introduces students to the personal challenges and competencies that are critical for effective leadership and communication. Students learn how the personal development of life skills such as cultural understanding, critical thinking, goal setting, time management, mental/physical resiliency, and stress management relate to leadership, officership, and the Army profession.

As you become further acquainted with MILS 101, you will learn the structure of the ROTC Basic Course program consisting of MILS 101, 102, 201, 202, Fall and Spring Leadership Labs. The focus this semester is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Additionally, this class will provide students with basic fundamentals of leadership in not only the military environment, but in Corporate America as well.

Student Learning Outcomes: The Curriculum is structured for students to attain specific learning outcomes organized around key objectives fostering leadership philosophies and creating their own personal leadership styles. Upon completion of the course, students will be able to:

Leadership:

- [Time management outcomes] Describe a process for effective time management; identify barriers to time management; write SMART (Specific Measurable Achievable Realistic Time-bound) goals for time management; practice time management strategies during Troop Leading procedures

Values and Ethics:

- [Warrior ethos outcomes] Understand and explain the Warrior Ethos
- [Army values outcomes] List and define the seven Army Values (Respect, Honor, Loyalty, Duty, Selfless Service, Integrity and Personal Courage); relate Army Values to today's culture and society

Personal Development:

- [Stress management outcomes] Define stress; describe its causes; recognize the initial emotions/thoughts/behaviors/physical reactions of stressful activating events; identify symptoms of depression and suicide; practice methods to manage stress
- [Goal setting outcomes] Explain the importance of goal setting and describe how it works; identify the key points that underlie setting effective goals; write goals using SMART (Specific Measurable Achievable Realistic Time-bound) rules; develop a personalized and systematic goal plan
- [Health and fitness outcomes] Identify the role and benefits of healthy nutrition and diet in a personal fitness program; explain the goal and principles of the Army Physical Readiness Training program and describe its components; develop SMART goals to improve physical and nutritional fitness; explain how the five dimensions of Comprehensive Soldier Fitness (social, emotional, family, spiritual, and physical) relate to combat readiness

Officership:

- [Customs and courtesy outcomes] Understand and explain U.S. Military Customs and Courtesies

- 59
- [Army profession outcomes] Define the concept of a profession and its five characteristics; discuss professionalism and the military; determine the components of the American Profession of Arms; explain the importance of being a model citizen as an Army Officer
 - [Cultural understanding outcomes] Identify four components of culture; explain how different forces influence culture; appreciate the importance of increasing cultural and foreign language competencies; understand the impact of different cultures on leader development
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66 **Tactics and Techniques:**

- [Map reading outcomes] Identify topographic symbols and colors on a military map; identify major, minor and supplemental terrain features on a military map; determine grid coordinates of locations on a military map
 - [Tactics outcomes] Successfully complete land navigation exercises
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72 Additionally, students will be able to demonstrate:

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- The ability to develop and focus on one topic and present ideas in an organized, logical and coherent form and public speaking
 - Problem solving skills and how to prepare a budget
 - The ability to use Standard English grammar, punctuation, and spelling
 - The ability to create structured electronic documents
 - The ability to do online research and evaluation
 - Understanding of the international relationships between societies.
 - Understanding that social institutions, such as the family, religion, education and formal organizations are closely related to each other and are evidence of the integration of our complex global social systems.
 - Understanding that governments and economics are closely related to each other and are evidence of the integration of our complex global social system.
 - The ability to connect course content to other disciplines and/or to real world situations.
 - The ability to assess personal wellness, and make ethical decisions (including completion of the Sexual Harassment/Assault Response and Prevention program)
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88 Some of the additional student learning outcomes are shared with MILS 102 (offered in spring semesters).
89 Regardless of the order in which the courses are taken, students who take both MILS 101 and 102 will reinforce
90 the overlapping student learning outcomes in the second course.
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93 **Requirements**

94 **GRADING CRITERIA:** A, 930-1000; A-, 900-920; B+, 870-890; B, 830-860; B-, 800-820; C+, 770-790; C, 730-
95 760; C-, 700-720; D+, 670-690; D, 630-660; D-, 600-620; F, 599 and below.

96 **0 Class participation**

97 Participation in class by way of analysis and comments is expected. Sharing experiences and offering different
98 viewpoints is the means by which we all learn. Be punctual to class. If you have a conflict that causes tardiness,
99 coordinate with me ahead of time.

100 **1 Quizzes**

101 The class is interactive and uses homework and in-class assignments to evaluate learning. Four quizzes (25 points
102 each) will be given.

103 Mid-Term Exam: A mid-term exam will be given to test the levels of learning achieved by students in the first half
104 of the course.

105 Final Exam: A cumulative final exam will be given to test the levels of learning achieved by students throughout the
106 course of the semester.

107 **2 Project Assignments**

108 In addition to reading assignments, you will have five key assignments. Additional assignments will vary.
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- 110 1) **Nformd.net Training** – To introduce students to the Army Sexual Harassment/Assault Response and
 111 Prevention (SHARP) Program. The training will be completed as self-paced homework and consists of a
 112 pre-test, training modules, and post test. The modules are a series of scenario based video vignettes that
 113 allow the Student to analyze the situation, make a decision, and see what the outcome is based on each
 114 decision. <http://srotc.nformd.net/sexualassault/ulogin/>
 115
- 116 2) **Time Management** – To prepare for lesson 4, you will maintain a log your time for five days and bring it
 117 to class. You must create a ‘semester assignment’ calendar and write two academic and physical fitness
 118 goals. After the lesson, you will use a log to track your time for the next three weeks. You are required to
 119 identify priorities and write an essay summarizing how effectively you are managing your time.
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- 121 3) **LIFE/GOALS PAPER** - The paper will be an outline of your goals or what you want to accomplish in
 122 3yrs, 6yrs, 9yrs, and 12 yrs after you graduate college. Include a cover sheet (not to be included in your
 123 page count).
 124
- 125 4) **Health & Fitness Assessment** – You will chart your physical fitness and answer questions in essay
 126 format. You will use the choosemyplate.gov website to log your diet and compare to the Dietary &
 127 Nutrient Guidelines. You must write a brief essay describing your strengths and development areas, write
 128 SMART goals to improve.
 129
- 130 5) **BRIEFING ASSIGNMENTS** - The briefings will be an information briefing on a country in the Middle
 131 East chosen from a list provided by the instructor. **Your briefing must use at least one form of multi-**
 132 **media and last 5-7 minutes.**

133 **3**

134 **4 SUMMARY OF GRADING: 1000 POINTS**

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136 Class Participation - 200 (includes attendance/punctuality/homework)

137 Quizzes - 100

138 Briefing – 100

139 Life/Goals Paper - 200

140 Mid Term Exam – 200

141 Final - 200

142 **Total: 1000 points**

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144 **COURSE FORMAT:** Format will encompass experimental learning (also known as “active learning”). Lectures
 145 will be minimal; discussions and interaction (cadet/faculty and cadet/cadet) will be maximized.
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147 **Appearance:** Appropriate civilian attire

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149 **REQUIRED TEXT:** MILS 1 Course Text and Instructor handouts as required.
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151 **Special Needs**

152 Students with disabilities who require academic accommodations must be approved for services by providing
 153 appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in
 154 Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909. Students authorized
 155 by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order
 156 to ensure your confidentiality.
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MILS 101 Class Schedule			
Week	Date	Event	Locations
1		Lesson 1: Introduction to Leadership, Library and Internet research	TBD
2		Lesson 2: Leadership Values, Attributes, Skills, and Ethical decision making	
3		Lesson 3: Introduction to Effective Oral and Written Communication, Resume writing (Career paper)	
4		Lesson 4: Goal Setting and Developing your personal academic/career plan	
5		Lesson 5: Time Management and Organization skills	

6		Lesson 6: College level study skills, test taking and stress management	
7		Lesson 7: Understanding and developing leadership styles (Mid Term Review)	
8		Lesson 8: Mid Term Exam	
9		Lesson 9: Introduction to Event Planning, Route Planning, Inspections, and Resource Management	
10		Lesson 10: Problem Solving	
11		Lesson 11: Public Speaking	
12		Lesson 12: Effective Briefing part 1	
13		Lesson 13: Personal Wellness and Health and Fitness	
14		Lesson 14: Middle Eastern Cultural Awareness, Custom and Courtesies	
15		Lesson 15: Assess your own Leadership Style (Review for Final Exam)	
16		Lesson 16: Final Exam	

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MILS 102 – INTRODUCTION TO LEADERSHIP II

COURSE SYLLABUS & CLASS SCHEDULE

COURSE CREDIT HOURS: 3

INSTRUCTOR:

MAJ Gino R. Orezzaoli, Assistant Professor of Military Science, Building, Craven Hall-Reserve Officer Training Corps Room 6232; cell phone (xxx) yyy-zzzz. Office hours: I am available anytime. Stop by or give me a call.

CLASS MEETING TIMES: Once a week

CLASS LOCATION: TBD

CATALOG COURSE DESCRIPTION: Officer leadership, development and functions emphasizing command responsibilities for basic foundation of military fundamentals. Skills and techniques required to be an effective leader in today's rapidly changing world.

EXPANDED COURSE DESCRIPTION: MILS 102 is designed to give students a working knowledge of the skills and techniques required to be an effective leader in today's rapidly changing world. The course will cover a variety of leadership topics to include leadership styles, decision-making and problem solving, leadership counseling, ethics, and communications to develop their own leadership traits. To better illustrate and improve leadership observations and understanding we will use a series of case studies, leader activities, and written assignments to develop each student.

As students become further acquainted with MILS 102, they will learn the structure of the ROTC Basic Course program consisting of MILS 101, 102, 201, 202, Fall and Spring Leadership Labs. The key objective this semester is to explore (in more detail) the Army's leadership philosophy and learn fundamental military concepts. Emphasis on Army leadership will provide the learner with a better understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

Student Learning Outcomes: The Curriculum is structured for students to attain specific learning outcomes organized around key objectives fostering leadership philosophies and creating their own personal leadership styles. Upon completion of the course, students will be able to:

Leadership:

- [Army leadership outcomes] Define leadership; identify and distinguish the three levels of Army leadership (direct, organizational and strategic); distinguish between leadership and management attributes
- [Leadership paradigm outcomes] Identify "Be, Know, and Do" as the pillars of the Army Leadership Requirements Model; define "Be, Know, and Do" within the context of Army Leadership Doctrine; relate "Be, Know, and Do" to the Cadet Command Leadership Development Program
- [Character and presence outcomes] Define a leader of character; define a leader with presence; define a leader with intellect; recognize what makes a good leader of character, with presence and intellect, and discuss examples of such leaders; analyze the role of Army Values in leadership;
- [Leader competency outcomes] Define competency-based leadership and what is meant by a "Pentathlete" leader; give examples of competency-based leadership; describe the relationship between leader character and competence; distinguish between leadership attributes and core leader competencies; provide examples of how to use competencies to lead; explain how to extend influence beyond the chain of command; explain the importance of adaptability to competency-based leadership; explain how to assess a leadership climate; discuss ways to conduct effective counseling; understand the historical importance of leadership and explain how it applies to today

Values and Ethics:

- [Army values outcomes] List and define the seven Army Values (Respect, Honor, Loyalty, Duty, Selfless Service, Integrity and Personal Courage); explain how Army Values impact leadership

Personal Development:

- 60 • [Effective communication outcomes] Explain the Army process for effective communication of
61 information; identify barriers to effective communication; take steps to improve written and oral
62 communication
63

64 **Officership:**

- 65 • [Cultural understanding outcome] Understand the theory of Key Leader Engagement
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67 **Tactics and Techniques:**

- 68 • [Map reading outcomes] Apply map-reading skills using aspects taken from the marginal information
69 on a military map; interpret different terrain features from a map's changing topographic contour
70 intervals; differentiate symbols, colors and surrounding natural/man-made objects on a military map;
71 determine elevations based on index, intermediate and supplementary contour lines on a military
72 map; plot grid coordinates
73 • [Navigation outcomes] Determine different types of azimuths; determine the grid/magnetic angle;
74 convert magnetic azimuth to grid azimuth and vice-versa; determine elevation; measure straight-line
75 and curved-line distances on a map
76 • [Tactics outcomes] Describe the components of a squad; define the roles and responsibilities of each
77 member of a squad; describe the three Individual Movement Techniques; choose the appropriate
78 technique for different environmental factors and employ it correctly while moving as a member of a
79 team
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81 Additionally, students will be able to demonstrate:

- 82 • The ability to develop and focus on one topic and present ideas in an organized, logical and coherent
83 form and public speaking
84 • The ability to create structured electronic documents
85 • The ability to do online research and evaluation
86 • Understanding of the international relationships between societies.
87 • Understanding that social institutions, such as the family, religion, education and formal organizations
88 are closely related to each other and are evidence of the integration of our complex global social
89 systems.
90 • The ability to connect course content to other disciplines and/or to real world situations.
91 • The ability to assess personal wellness, and make ethical decisions (including completion of the Sexual
92 Harassment/Assault Response and Prevention program)

93

94 Some of the additional student learning outcomes are shared with MILS 101 (offered in fall semesters).
95 Regardless of the order in which the courses are taken, students who take both MILS 101 and 102 will reinforce
96 the overlapping student learning outcomes in the second course.
97

98 **Requirements**

99 **GRADING CRITERIA:** A, 930-1000; A-, 900-920; B+, 870-890; B, 830-860; B-, 800-820; C+, 770-790; C, 730-
100 760; C-, 700-720; D+, 670-690; D, 630-660; D-, 600-620; F, 599 and below.

101 **5 Class participation**

102 Participation in class by way of analysis and comments is expected. Sharing experiences and offering different
103 viewpoints is the means by which we all learn. Be punctual to class. If you have a conflict that causes tardiness,
104 coordinate with me ahead of time.

105 **6 Quizzes**

106 The class is interactive and uses homework and in-class assignments to evaluate learning. Four quizzes (25 points
107 each) will be given. Mid-Term Exam

108 A mid-term exam will be given to test the levels of learning achieved by students in the first half of the course.

109 Final Exam

110 A cumulative final exam will be given to test the levels of learning achieved by students throughout the course of
111 the semester.

112 **7 Project Assignments**

113 In addition to reading assignments, you will have five key assignments. Additional assignments will vary.

114

115 6) **Nformd.net Training** – To introduce students to the Army Sexual Harassment/Assault Response and
116 Prevention (SHARP) Program. The training will be completed as self-paced homework and consists of a
117 pre-test, training modules, and post test. The modules are a series of scenario based video vignettes that
118 allow the Student to analyze the situation, make a decision, and see what the outcome is based on each
119 decision. <http://srotc.nformd.net/sexualassault/ulogin/>

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121 7) **Time Management** – Use last semester’s timeline and your current schedule to analysis your time
122 management changes/improvements by:

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124 a. Maintaining a time log for five days and bringing it to class. You must create two columns for
125 last semester and your current semester. Write your current academic and physical fitness goals.
126 You will use a log to track your time for the next three weeks. You are required to identify
127 priorities, changes improvements, and failures. Write an essay summarizing how effectively you
128 are managing your time, and whether or not you have seen an improvement. Explain why.

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130 8) **LIFE/GOALS PAPER** - The paper will be an outline of the career you have chosen. List step by step
131 how you will obtain your goal, what additional classes you may have to take, how long will it take for you
132 to accomplish your goal and what steps you are currently taking to achieve your goal?

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134 9) **Health & Fitness Assessment** – You will chart your physical fitness and answer questions in essay
135 format. You will use the choosemyplate.gov website to log your diet and compare to the Dietary &
136 Nutrient Guidelines. You must write a brief essay describing your strengths and development areas, write
137 SMART goals to improve.

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139 10) **BRIEFING ASSIGNMENTS** - The briefings will be an information briefing on a country in
140 South/Central America chosen from a list provided by the instructor. **Your briefing must use at least**
141 **one form of multi-media and last 5-7 minutes.**

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145 **10 SUMMARY OF GRADING: 1000 POINTS**

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 147 Class Participation - 200 (includes attendance/punctuality/homework)
 148 Quizzes - 100
 149 Briefing – 100
 150 Life/Goals Paper - 200
 151 Mid Term Exam – 200
 152 Final - 200
 153 **Total: 1000 points**

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 156 **COURSE FORMAT:** Format will encompass experimental learning (also known as “active learning”). Lectures
 157 will be minimal; discussions and interaction (cadet/faculty and cadet/cadet) will be maximized.

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 159 **Appearance**
 160 Appropriate civilian attire

161 **REQUIRED TEXT:** MILS 1 Course Text and Instructor handouts as required.

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 165 **Special Needs**
 166 Students with disabilities who require academic accommodations must be approved for services by providing
 167 appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in
 168 Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909. Students authorized
 169 by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order
 170 to ensure your confidentiality.

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MILS 102 Class Schedule			
Week	Date	Event	Locations
1		Lesson 1: Course introduction/ Equal opportunity/ Sexual harassment	TBD
2		Lesson 2: Leadership Philosophy	
3		Lesson 3: Effective Oral and Written Communication, Resume writing (Career paper) Briefing skills	
4		Lesson 4: How to Write a Mission Statement	
5		Lesson 5: Concepts/Characteristics of a Profession	
6		Lesson 6: How to write company policies	
7		Lesson 7: How to analyze an organization’s culture (Mid Term Review)	
8		Lesson 8: Mid Term Exam	
9		Lesson 9: How to create a supportive work environment	
10		Lesson 10: Team building leveraging individual talent and skill	
11		Lesson 11: Effective organizational communication reinforce the culture	
12		Lesson 12: Effective Briefing part 2	
13		Lesson 13: Personal Wellness and Health and Fitness	
14		Lesson 14: South and Central America Cultural Awareness, Custom and Courtesies	
15		Lesson 15: Assess your own Leadership Style (Review for Final Exam)	
16		Lesson 16: Final Exam	

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MILS 201 - Foundations of Leadership I
Course Syllabus and Class Schedule

COURSE CREDIT HOURS: 3

INSTRUCTOR:

CPT James Lehner, Assistant Professor of Military Science, Building, Craven Hall-Reserve Officer Training Corps Room 6232; cell phone (785) 250-8774. Office hours: I am available anytime. Stop by or give me a call.

CLASS MEETING TIMES: Once a Week

CLASS LOCATION: TBD

Catalog Course Description: Scientific approach to leadership theory and its applicability to military settings through study of human behavior and leadership models at individual and group levels using simulations, case studies and diagnostic instruments.

Expanded Course Description: MILS 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and historical leadership theories that help develop the basis of leadership. The focus continues to build on developing knowledge of the leadership attributes and core leader competencies through the understanding of leadership theories. Aspects of personal motivation and team building are practiced while planning, executing and assessing team exercises.

The focus continues to build on developing knowledge of the leadership attributes and core leader competencies through the understanding of Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics.

Student Learning Outcomes: The Curriculum is structured for students to attain specific learning outcomes organized around a key objective, fostering leadership philosophies and creating their own personal leadership styles. The key objective of the semester is to develop knowledge of the Army's leadership philosophies and integrate this knowledge into tactical strategies and team development. Upon completion of the course students will be able to:

Leadership

- [Physical Readiness Training (PRT) outcomes] Identify the phases and the three principles of PRT; describe the three elements of a PRT session and explain the three type of PRT; develop a PRT schedule
- [Team building outcomes] Describe the difference between a group and a team; describe fundamental characteristics and key attributes of effective teams; explain the elements for building trust and commitment; explain the components of SMART (Specific Measurable Achievable Realistic Time-bound) goals and how goals contribute to group mission attainment
- [Leadership theory outcomes] Relate Trait and Behavioral Leadership theories to the Army Leadership Framework; illustrate these theories with examples of significant traits and behaviors of historical military leaders

Values and Ethics

- [Army values and ethics outcomes] Recognize the historical basis for the Army values; understand the four tenets of the Warrior Ethos; apply Values and Ethics principles

Personal Development

- [Time management outcomes] Describe tools a leader or a group can use to manage time; identify and overcome challenges to setting priorities; identify common time distracters and reasons why meetings can be time-waters; make meetings productive
- [Interpersonal communication skills] Describe effective interpersonal communication; list the types and elements of interpersonal communication; take steps to improve interpersonal communication; practice active listening
- [Effective briefing outcomes] Identify the four types of Army Briefings; describe the information briefing format and the necessary steps for preparing an effective briefing; deliver a formal informational briefing

- 61 • [Culture brief outcomes] Research a culture; develop and present an informational briefing;
62 provide constructive feedback to others on their informational briefings
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64 **Officership**

- 65 • [Officership outcomes] Understand officership as a profession; describe rank, structure, duties,
66 and traditions
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68 **Tactics and Techniques**

- 69 • [Map reading outcomes*] Identify symbols, colors and terrain features on a military map;
70 determine elevation on a military map; determine coordinates on a military map with a protractor
71 • [Navigation outcomes*] Determine elevation on a military map; use a protractor to determine grid
72 coordinates and azimuths; use the grid/magnetic angle to convert between magnetic and grid
73 azimuths; determine a back azimuth; locate an unknown point on a map and the ground by
74 intersection and by resection; measure straight-line and curved-line distances on a map
75 • [Problem solving outcomes] List and describe the seven steps of problem solving; correctly
76 identify impediments to problem solving and apply appropriate measures to overcome them
77 • [Troop leading outcomes] List and describe the eight troop leading procedures; demonstrate use of
78 troop leading procedures that is appropriate to a given situation; explain how the elements of
79 analysis during the planning phase of an operation, terrain and weather, and civil considerations
80 relate to troop leading procedures
81 • [Plans and orders outcomes] Describe the type of plans and orders and how they are applied;
82 describe the format and content of Warning Orders, Operation Orders, and Fragmentary Orders;
83 explain the linkage between Troop Leading Procedures, the Military Decision Making Process,
84 and the Operation Order
85 • [Movement and drill outcomes] Describe movement formations and techniques used by a squad;
86 demonstrate knowledge of tactical movement under different scenarios; define and describe
87 Warrior Tasks and Battle Drills; understand the purpose and characteristics of the Offense;
88 describe the four offensive tasks and the six forms of maneuver; identify common offensive
89 control measures
90 • [Check and inspection outcomes] Explain the purpose of pre-combat checks and inspections;
91 identify different types of check and inspection and compare and contrast their differences;
92 identify standard operating procedures for inspections of equipment
93 • [First aid outcomes] Identify the items used in first aid; identify the three types of Tactical Combat
94 Casualty Care; evaluate a casualty for life-threatening injuries
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96 * Some map reading and navigation outcomes are shared with MILS 101, which may have already been taken
97 by some students, in which case these outcomes will be reinforced in MILS 201.
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99 Additionally, students will be able to demonstrate:

- 100 • The ability to use verbal, nonverbal, and listening skills to improve communication and focus on one
101 topic in writing assignments, present ideas in an organized, logical and coherent form and public
102 speaking
103 • The ability to prepare a budget
104 • The ability to use Standard English grammar, punctuation, and spelling
105 • The ability to create structured electronic documents and presentations to maximize efforts and gain
106 best results.
107 • The ability to improve interpersonal skills, team building and effective group development
108 • The ability to apply the foundation of leadership to team building, situational leadership, adaptive
109 leadership, leadership analysis
110 • Understanding international relationships between societies, ethics and sexual harassment
111 • The ability to set priorities and avoid common time distracters, while setting short and long term goals
112 • The ability to assess personal wellness, and make ethical decisions (including completion of the Sexual
113 Harassment/Assault Response and Prevention program)
114 • Understanding of values such as Respect, Honor, Loyalty, Duty, Selfless Service, Integrity and
115 Personal Courage

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117 Some additional student learning outcomes are shared with MILS 202 (offered in spring semesters). Regardless
118 of the order in which the courses are taken, students who take both MILS 201 and 202 will reinforce the
119 overlapping student learning outcomes in the second course.
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121 **Course Design**

122 This class will be conducted in an interactive manner. Everyone will be responsible for contributing to the
123 success of the learning experience. Lectures will be brief and interactive. You will have extensive small
124 group discussions and exercises scattered throughout the class. Time will be given in class to discuss
125 and work on projects and papers.
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127 **REQUIRED TEXT:** MILS 2 Course Text and Instructor handouts as required.
128

129 **Class participation**

130 Participation in class by way of analysis and comments is expected. Sharing experiences and offering different
131 viewpoints is the means by which we all learn. Be punctual to class. If you have a conflict that causes tardiness,
132 coordinate with me ahead of time.

133 **Quizzes**

134 You will be given quizzes to evaluate your learning based on classroom instruction.
135

136 **Mid-Term Exam**

137 A mid-term exam will be given to test the levels of learning achieved by students in the first half of the course.
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139 **Final Exam**

140 A cumulative final exam will be given to test the levels of learning achieved by students throughout the course of
141 the semester.
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143 **Project Assignments**

144 In addition to reading assignments, you will have five key assignments. Additional assignments will vary.
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- 146 11) **Nformd.net Training** – To introduce students to the Army Sexual Harassment/Assault Response and
147 Prevention (SHARP) Program. The training will be completed as self-paced homework and consists of a
148 pre-test, training modules, and post test. The modules are a series of scenario based video vignettes that
149 allow the Student to analyze the situation, make a decision, and see what the outcome is based on each
150 decision. <http://srotc.nformd.net/sexualassault/ulogin/>
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- 152 12) **Research Project:** Each student will prepare a writing assignment describing, a United States S&P 500
153 company with the following topics: Company policy, Management infrastructure, How information is
154 disseminated, Workplace culture, and how they are affecting society.
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- 156 13) **Country Brief:** You will be required to conduct a briefing on a country in Middle East chosen from
157 a list provided by the instructor to the class. For students who have already received credit for
158 MILS 101, this briefing will build upon the briefing that was developed in that course. You will
159 research cultural attributes of your chosen country. You will have seven minutes to provide
160 information using visual aids (PowerPoint) on the following: geography (terrain), languages,
161 religions, political atmosphere and key cultural considerations. You are also encouraged to
162 research additional key information that would be necessary for the class to know. You should
163 allow two minutes to address questions.
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- 165 14) **Leader Traits & Behaviors: Written Assignment** – During Week Six you will prepare a writing
166 assignment describing a leader from the 18th century. The paper should include an explanation of a
167 situation where the individual demonstrated leadership listing specific traits and behaviors.
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- 169 15) **Health & Fitness Assessment** – You will chart your physical fitness and answer questions in essay
170 format. You will use the choosemyplate.gov website to log your diet and compare to the Dietary &
171 Nutrient Guidelines. You must write a brief essay describing your strengths and development areas, write
172 SMART goals to improve.
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174 **Every attempt will be made to offer adequate written assessments in explaining evaluations. All late papers**
175 **will receive a 10% reduction in grade per day.**

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Collaboration

You are encouraged to work together with the instructor in modifying assignments, suggesting agenda, and raising questions for discussion.

Attendance Policy

Attendance and participation is required in all classes. Excused absences also will depend on the circumstance. Presented subject matter is testable and it is the student’s responsibility to obtain notes from any class missed. The instructor must approve excused absences in advance.

It is your responsibility to keep the instructor informed and apprised of possible academic and personal conflicts.

Special Needs

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.

Appearance

Appropriate civilian attire.

**GRADING CRITERIA
Total Points Possible: 1000.**

	A (930-1000),	A- (900-929)
B+ (870-899),	B (830-869),	B- (800-829)
C+ (770-799),	C (730-769),	C- (700-729)
D+ (670-699),	D (630-669),	D- (600-629)
	F (590 and below)	

EVENT	Graded Events POINTS	COMMENTS
Attendance	100	Unexcused absence is a 25-point loss.
Quizzes	100	There will be unannounced quizzes
Briefing Assignment	100	
Book Report	200	
Mid-term exam	200	Covers Week One – Week Six
Leader Traits Assignment	100	
Final exam	200	Cumulative for the entire semester

MILS 201 Class Schedule			
Week	Date	Event	Locations
1		Lesson 1: Characteristics of Effective Team Building	TBD
2		Lesson 2: Effective Oral, Written Communication, and Public Speaking Part 1	
3		Lesson 3: Four steps to Effective Briefing	
4		Lesson 4: Leadership Traits and Behaviors	
5		Lesson 5: Transformational Leadership	
6		Lesson 6: Situational Leadership	
7		Lesson 7: Adaptive Leadership (Mid Term Review)	

8		Lesson 8: Mid Term Exam	
9		Lesson 9: Leadership Analysis	
10		Lesson 10: Sexual Harassment in the Work place Part 1	
11		Lesson 11: Relationship between Stress and Performance	
12		Lesson 12: Developing Goals and Time Management	
13		Lesson 13: Personal Wellness and Health and Fitness	
14		Lesson 14: Peer Counseling	
15		Lesson 15: Equal Opportunity Training Part 1 Review for Final Exam	
16		Lesson 16: Final Exam	

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MILS 202 - Foundations of Leadership II
Course Syllabus and Class Schedule

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COURSE CREDIT HOURS: 3

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INSTRUCTOR: CPT James Lehner, Assistant Professor of Military Science, Building, Craven Hall-Reserve Officer Training Corps Room 6232; cell phone (785) 250-8774. Office hours: I am available anytime. Stop by or give me a call.

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CLASS MEETING TIMES: Once a Week

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CLASS LOCATION: TBD

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Catalog Course Description: Leadership at organizational level with applications to military settings with an emphasis on developing leader skills and examination of civil-military relations. Individual leadership development in different training environments utilizing different leadership doctrine, professionalism, standard of ethical conduct, motivation, counseling, team development, and organizational climate. Uses simulations, case studies and diagnostic instruments.

Expanded Course Description: This course examines the challenges of leading teams in the complex operational environment and concentrates on individual leadership development in different training environments utilizing different leadership doctrine, professionalism, standard of ethical conduct, motivation, counseling, team development, and organizational climate. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. Aspects of personal motivation and team building are practiced while planning, executing and assessing team exercises. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. MILS 202 uses oral and written communications, leadership assessment, and development and training practices.

Student Learning Outcomes: The Curriculum is structured for students to attain specific learning outcomes organized around a key objective, fostering leadership philosophies and creating their own personal leadership styles. The key learning objective of this semester is to explore leadership incorporating terrain analysis, tactical strategies, and team development. Upon completion of the course students will be able to:

Leadership

- [Leadership theories] Explain the situational, transformational, and adaptive leadership theories and their relationship to the Army Leadership Requirements Model; compare and contrast transformational leadership and transactional leadership; illustrate dimensions of transformational and situational leadership; in the situational leadership model, identify four different leadership styles, four types of follower readiness and four types of follower development; understand how to become an adaptive leader; understand how gratitude and a positive outlook can improve resiliency and capabilities
- [Leadership analysis] Analyze a leader's capabilities, style, strengths and development areas using multiple leadership theories; analyze their own leadership and their personal approach to leadership.
- [Leadership development outcomes] Define leadership in the context of the Army; describe the Army Leadership Requirements Model, three attributes of an Army leader and 3 core leader competencies; recognize the leader attributes and core leader competencies while observing the behavior of others

Values and Ethics

- [Equal Opportunity Program outcomes] Explain the relationship between the Army Values and the Army's Equal Opportunity Program; identify behaviors and actions that support the Army's Equal Opportunity Program and behaviors and actions that violate it; apply the future leader's responsibilities within the Army's Equal Opportunity Complain Process

Personal Development

- [Effective writing outcomes] Describe Army writing standards; explain the meaning and importance of the BLUF (bottom line up front) model; write statements in the active voice and practice effective writing techniques in accordance with the Army standard for effective writing.

Officership

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- [Threat awareness outcomes] Describe the Army Threat Awareness and Reporting Program, Threat Levels and Force Protection Conditions, and the National Terrorism Advisory System; identify government information resources regarding terrorism
 - [Emergency management outcomes] Describe the Army's approach to protection and emergency management, identify the contents of an emergency preparation kit and know their importance and use; explain the basic process for creating emergency preparedness plans; identify various sources of information that can be used to make informed decisions in an emergency

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72 **Tactics and Techniques**

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- [Operations orders outcomes] Explain the five-paragraph format for an operations order; know where to get the information in order to prepare an operations order; interpret an operations order; correctly issue an oral operations orders
 - [Navigation and terrain analysis outcomes] Identify selected terrain features; describe and recognize disadvantages of terrain association; describe the three categories of terrain mobility; analyze the effect of terrain and weather on operations and use this analysis to plan a route
 - [Patrolling and defense outcomes] Understand patrolling tactics, techniques and procedures; identify the organization and elements of a patrol; describe initial planning considerations for patrolling; define the purposes and characteristics of the defense; describe different forms of the defense and defensive techniques; prioritize work in the defense

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84 Additionally, students will be able to demonstrate:

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- The ability to create structured electronic documents and presentations to maximize efforts and gain best results.
 - The ability to improve interpersonal skills, team building and effective group development
 - The ability to apply the foundation of leadership to team building, situational leadership, adaptive leadership, leadership analysis
 - Understanding international relationships between societies, ethics and sexual harassment
 - Understanding social institutions, such as the family, religion, education and formal organizations are closely related to each other in a complex global social system
 - Understanding that governments and economics are closely related to each other
 - The ability to set priorities and common time distracter, while setting short and long term goals
 - The ability to asses personal wellness, and make ethical decisions (including completion of the Sexual Harassment/Assault Response and Prevention program)
 - Understanding of values such as Respect, Honor, Loyalty, Duty, Selfless Service, Integrity and Personal Courage

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101 Some student learning outcomes are shared with MILS 201 (offered in fall semesters). Regardless of the order

102 in which the courses are taken, students who take both MILS 201 and 202 will reinforce the overlapping student

103 learning outcomes in the second course.

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105 **Course Design:** This class will be conducted in an interactive manner. Everyone will be responsible for

106 contributing to the success of the learning experience. Lectures will be brief and interactive. You will

107 have extensive small group discussions and exercises scattered throughout the class. Time will be given

108 in class to discuss and work on projects and papers.

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110 **REQUIRED TEXT:** MILS 2 Course Text and Instructor handouts as required.

111

112 **Class participation: Participation in class by way of analysis and comments is expected. Sharing**

113 **experiences and offering different viewpoints is the means by which we all learn. Be punctual to**

114 **class. If you have a conflict that causes tardiness, coordinate with me ahead of time.**

115

116 **Quizzes: You will be given quizzes to evaluate your learning based on classroom instruction.**

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118 **Mid-Term Exam:** A mid-term exam will be given to test the levels of learning achieved by students in the first half

119 of the course.

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121 **Final Exam:** A cumulative final exam will be given to test the levels of learning achieved by students throughout

122 the course of the semester.

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Project Assignments: In addition to reading assignments, you will have five key assignments. Additional assignments will vary.

- 16) **Nformd.net Training** – To introduce students to the Army Sexual Harassment/Assault Response and Prevention (SHARP) Program. The training will be completed as self-paced homework and consists of a pre-test, training modules, and post test. The modules are a series of scenario based video vignettes that allow the Student to analyze the situation, make a decision, and see what the outcome is based on each decision. <http://srotc.nformd.net/sexualassault/ulogin/>
- 17) **Research Project:** Each student will prepare a writing assignment describing, a Foreign S&P 500 company with the following topics: Company policy, Management infrastructure, How information is disseminated, Workplace culture, how they are affecting society, and how management differs from your previous semester’s company.
- 18) **Country Brief:** You will be required to conduct a briefing on a country in South/Central America chosen from a list provided by the instructor to the class. For students who have already received credit for MILS 102, this briefing will build upon the briefing that was developed in that course. You will research cultural attributes of your chosen country. You will have seven minutes to provide information using visual aids (PowerPoint) on the following: geography (terrain), languages, religions, political atmosphere and key cultural considerations. You are also encouraged to research additional key information that would be necessary for the class to know. You should allow two minutes to address questions.
- 19) **Leader Traits & Behaviors: Written Assignment** – During Week Six you will prepare a writing assignment describing a leader from the 19th century, and how she/he differs from the 18th century leader chosen the previous semester. The paper should include an explanation of a situation where the individual demonstrated leadership listing specific traits and behaviors.
- 20) **Health & Fitness Assessment** – You will chart your physical fitness and answer questions in essay format. You will use the choosemyplate.gov website to log your diet and compare to the Dietary & Nutrient Guidelines. You must write a brief essay describing your strengths and development areas, write SMART goals to improve.

Every attempt will be made to offer adequate written assessments in explaining evaluations. All late papers will receive a 10% reduction in grade per day.

Collaboration: You are encouraged to work together with the instructor in modifying assignments, suggesting agenda, and raising questions for discussion.

Attendance Policy: Attendance and participation is required in all classes. Excused absences also will depend on the circumstance. Presented subject matter is testable and it is the student’s responsibility to obtain notes from any class missed. The instructor must approve excused absences in advance.

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Appearance: Appropriate civilian attire.

GRADING CRITERIA
Total Points Possible: 1000.

183 A (930-1000), A- (900-920)
 184 B+ (870-890), B (830-860), B- (800-820)
 185 C+ (770-790), C (730-760), C- (700-720)
 186 D+ (670-690), D (630-660), D- (600-620)
 187 F (590 and below)
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EVENT	Graded Events POINTS	COMMENTS
Attendance	100	Unexcused absence is a 25-point loss.
Quizzes	100	There will be unannounced quizzes
Briefing Assignment	100	
Book Report	200	
Mid-term exam	200	Covers Week One – Week Six
Leader Traits Assignment	100	
Final exam	200	Cumulative for the entire semester

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MILS 202 Class Schedule			
Week	Date	Event	Locations
1		Lesson 1: Course introduction Sexual Harassment and Equal Opportunity review Part 2	TBD
2		Lesson 2: Effective Oral, Written Communication, Public Speaking, Briefing Part 2	
3		Lesson 3: Define Corporate culture/Society and how they integrate	
4		Lesson 4: Understanding and analyzing the selection process in any organization	
5		Lesson 5:How to a supportive and caring environment in order to create pride in supporting your organization's culture	
6		Lesson 6: How to develop and conduct a training meeting	
7		Lesson 7: How to create a ninety day Training/Event Calendar and backwards plan (Mid Term Review)	
8		Lesson 8: Mid Term Exam	
9		Lesson 9: Decision making process by providing purpose, direction and motivation	
10		Lesson 10: Historical perspective of strategic leadership	
11		Lesson 11: How to conduct a successful After Actions Review to improve training/events	
12		Lesson 12: How to develop values/shaping the culture in an organization	
13		Lesson 13: Personal Wellness and Health and Fitness	
14		Lesson 14: What a leader must know to be successful	
15		Lesson 15: What a leader must do to be successful	
16		Lesson 16: Final Exam	

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BLP/UCC: Applied Behavior Analysis (CEHHS)

Report from BLP

The Budget and Long Range Planning Committee (BLP) has reviewed CEHHS's proposed certificate in Applied Behavior Analysis. We gave attention to the immediate and long-range enrollment prospects for this proposed degree program as well as the resource implications of the program's launch. BLP submits the following analysis of the impact of this program to the Academic Senate to guide senators in their consideration of the proposal.

This two-track certificate would be offered as self-support program through Extended Learning and is designed to be offered entirely online. The program, funded in part by a grant from the CSU's Commission on the Extended University, is designed to train professional behavior analysts working with clients with a variety of developmental disabilities, most notably autism. The program's content and the qualifications for teaching courses in the program are established in accordance with the Behavior Analyst Certification Board, the program's accrediting agency. The program's accreditation proposal has already been approved, so the program can launch with accreditation secured; the program will operate on a 5-year accreditation cycle.

Program Demand: Detailed projections are not typically provided in P-forms for certificate programs. However, the P-form makes clear the program's potential for strong enrollment based on the demand for Board Certified Behavior Analysts (BCBAs) and Board Certificate Assistant Behavior Analysts (BCaBAs).

Extended Learning's draft budget for the program (available on BLP's Moodle page) estimates that tuition will run \$315/unit. Additional campus fees for EL students can be found at <http://www.csusm.edu/el/aboutus/fees.html>.¹ The program will be offered in cohorts, with classes offered successively in 11-week special sessions. The current budget is based on cohorts of 30 students. Each cohort's students will complete the first four courses together; the final two courses will be taken only by post-master's-level students in the BCBA track. Professor Robledo and EL anticipate the potential of eventually launching multiple cohorts each year, depending on demand and the availability of certified instructors; however, the initial plan is to launch one new cohort each Academic Year.

Resource Implications:

Faculty: This proposed program requires the creation of 6 new courses (3 units each). While CSUSM's Dr. Jodi Robledo (CEHHS) will serve as the Program Director, nearly all instruction will be provided by lecturers. All of the lecturers listed in the P-form are associated with the ACES firm (Autism Comprehensive Educational Services) in San Diego. ABA courses leading to the BCBA certification must be taught board-certified instructors; currently, no CSUSM tenure-track faculty members are eligible to teach the courses, though Professor Robledo is currently securing her certification. Correspondence with CEHHS's Curriculum Committee Chair Carol Van Vooren indicates the College's endorsement of proceeding with this delivery model, given the lack of requisite expertise within the tenure-track ranks.

Space: All six courses and all office hours are taught entirely online, so no new instructional or office space is required.

Accreditation: EL's draft budget includes \$5000/year for accreditation; while there is no accreditation fee, the program may need to hire consultants to assist with program and/or accreditation review. **Note:** Adding new self-support programs ultimately generates additional work for the Program Assessment Committee (PAC), so the Academic Senate and EL need to discuss how to factor such costs into future program budgets.

Staff: Dr. Jodi Robledo's duties as Program Director will also include some student advising, and additional advising support will come from EL staff. This staff support will include "admissions evaluation, support services referrals, etc." (email from EL Associate Dean Sarah Villarreal, 2/15/14). However, if circumstances require consultation with stateside CEHHS Advising staff, CEHHS should seek EL reimbursement for such consultation.

Library: Registered students in this fully online program are eligible for all requisite Library Distance Services. The Library's existing database subscriptions will serve many of the program's needs; based on the Library's

¹ Campus fees for students enrolled in state-support programs can be found at http://www.csusm.edu/schedule/spring_2013/fees_and_charges.html.

55 recommendation, EL added \$2000/year to the budget to support additional Library subscription and monograph
56 needs. If additional needs arise, the Library will consult with EL about adjusting the budget accordingly.
57

58 *IITS*: Since this program is designed to be delivered entirely online, determining the demands on IITS is particularly
59 critical. Per Extended Learning's existing MOU with CSUSM, IITS services are funded by
60 "Direct chargeback for pre-approved services on a billed-quarterly basis (to include both instructional and
61 administrative services)," and "Added contract services are paid separately." BLP has inquired about IITS's capacity
62 to continue supporting the expansion of fully online programs. We have been informed that IITS has requested an
63 additional Instructional Development Support (IDS) hire for next year.
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Report from UCC:

In October 2013, UCC received a P-form to create a new graduate certificate in Applied Behavioral Analysis. Accompanying the P form were six C forms which will create the following courses:

- ABA 601- Foundations and Concepts in Behavior Analysis
- ABA 602- Behavior Analysis Process for Behavior Change
- ABA 603- Applied Behavior Analysis Applications for Complex Procedures and Promoting Behavior Change
- ABA 604- Classroom Management, Instructional Methods, and Ethical Considerations in Behavior Analysis
- ABA 605- Applied Behavior Analysis in Autism Spectrum Disorder
- ABA 606- Ethics and Professional Conduct in Behavior Analysis

The course series will be offered fully online, through Extended Learning, using a cohort model.

Becoming a Board Certified Behavior Analyst (BCBA) or a Board Certified Assistant Behavior Analyst (BCaBA) is a three step process in which students must: 1. Complete approved university coursework, 2. Complete a supervised fieldwork experience, and 3. Pass the Behavior Analyst Certification Board exam. The proposed CSUSM graduate certificate provides students with all necessary university coursework in applied behavior analysis (step 1), allowing them to move forward to the supervised fieldwork and exam process (which would not be offered at CSUSM). Students interested in becoming a BCBA must have a Master’s degree in an approved field and complete all of the proposed courses (ABA 601-606), while students interested in pursuing a BCaBA must have a Bachelor’s degree and complete only ABA 601-604.

The proposed courses will be taught by Dr. Jodi Robledo (Assistant Professor, Special Education) and by adjunct lecturers from the Autism Comprehensive Educational Services, a San Diego-based organization that provides professional services to individuals with autism and their families. All instructors will be Board Certified Behavioral Analysts.

UCC’s review process was focused on the academic integrity and quality of both the proposed courses and the certificate as a whole. Following consultation with the proposing faculty (Dr. Jodi Robledo, Assistant Professor, Special Education) during Feb. 2013, UCC voted unanimously to recommend the P-form and the associated C-forms for Senate approval.

1 For the complete curriculum associated with this proposal, visit the Curriculum Review website
2 (under COEHHS starting at # 33):
3 [http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2013-
4 14_curriculum.html](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2013-14_curriculum.html)
5
6

7 **Proposed Catalog Description for the Applied Behavioral Analysis Certificate:**
8
9

10 The Applied Behavior Analysis Certificate of Advanced Study Program: BCBA Track and BCaBA Track
11

12 Behavior analysts provide services to individuals, families, group homes, schools, mental health
13 agencies, hospitals, industrial and business settings, and other agencies working with individuals who
14 require intensive behavioral training and/or consultation. Special populations such as individuals with
15 Autism Spectrum Disorder and other developmental disabilities have been shown to benefit greatly from
16 Applied Behavior Analysis (ABA) services. ABA is also frequently used in the field of education for both
17 neuro-typical students and students with disabilities. Behavior analyst professionals are strongly
18 encouraged by the Behavior Analyst Certification Board (BACB) to pursue Board Certified Behavior
19 Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA) certification. BCBA and BCaBA
20 certifications are considered the industry standard in this field and are nationally and internationally
21 recognized.
22

23 The Applied Behavior Analysis Certificate of Advanced Study program provides coursework required by
24 the BACB for those seeking either the BCBA or the BCaBA*. All courses are approved by the BACB as
25 meeting coursework eligibility requirements for certification under the BACB's 4th Edition Task List core
26 curriculum standards. Each online course is for 11 weeks, with a 2-week break in between courses.
27 Courses must be taken in sequential order.
28

29 Candidates for the BCBA track enroll in a six-course sequence totaling 18 units of study. Admission
30 requirements for this track include possession of a Master's degree (or concurrent enrollment in)
31 conferred in behavior analysis or other natural science, education, human services, engineering,
32 medicine or a field related to behavior analysis and approved by the BACB from an accredited institution
33 of higher education.
34

35 **BCBA Track Course Sequence**

36 ABA 601 3 units
37 ABA 602 3 units
38 ABA 603 3 units
39 ABA 604 3 units
40 ABA 605 3 units
41 ABA 606 3 units
42

43 Total units for Applied Behavior Analysis Certificate of Advanced Study BCBA Track: 18 units
44

45 Candidates for the BCaBA track enroll in a four-course sequence totaling 12 units of study. The
46 admission requirement for this track is a bachelor's degree from an accredited institution of higher
47 education.
48

49 **BCaBA Track Course Sequence**

50 ABA 601 3 units
51 ABA 602 3 units
52 ABA 603 3 units
53 ABA 604 3 units
54

55 Total units for Applied Behavior Analysis Certificate of Advanced Study BCaBA Track: 12 units
56

57 *NOTE: CSUSM offers only the coursework to prepare candidates to receive BCaBA or BCBA
58 certification. To become certified, candidates must complete additional requirements outlined by the
59 BACB.
60

1
2
3 **NEAC: Faculty Voting While on Leave policy revision**
4

5 **Rationale:** Changes to the current policy are needed to reflect current voting procedures related to
6 faculty on leave. Paper ballots are no longer sent to faculty who want to vote while on
7 leave; the process is now done electronically.
8

9
10 **Definition:** A policy which specifies faculty voting and service responsibilities during times of leave
11 or participation in the Faculty Early Retirement Program.
12

13
14 **Authority:** Unit 3 Collective Bargaining Agreement; ~~p~~President of the
15 ~~u~~University.
16

17
18 **Scope:** Unit 3 faculty members.
19
20
21
22

23 **I. Service**

24 **A. Leave of Absence**

25
26
27 Faculty members who are on any leave of absence may not serve in the Academic Senate or on
28 university-level committees during the time of their leave. Refer to the following chart for
29 eligibility to serve on Peer Review or Promotion and Tenure Committees:
30

<i>Performance Review for:</i>	<i>Must not be on leave for any part of:</i>
Retention only	Fall Semester
Retention w/ Tenure and/or Promotion	Academic Year
Tenure and/or Promotion	Academic Year
Periodic Evaluation and Post-Tenure Review	Spring Semester

31
32
33
34
35
36
37 During the time of their leave, faculty may run for election to the Academic Senate or a university-
38 level committee for a term that begins after the time of their leave ends.
39

40 **B. Faculty Early Retirement Program (FERP)**

41
42 Faculty members who have a FERP appointment shall be eligible to serve on committees only
43 during periods of active FERP employment. They may serve on a Peer Review Committee during
44 a period of inactive employment only upon the request of the department and approval of the
45 President, as defined in CBA Article 15. During inactive employment periods, they may run for
46 election to the Academic Senate or a university-level committee for a term that begins during a
47 period of active employment.
48

49 **II. Voting**

50
51 Faculty on personal leaves of absence without pay (as defined in CBA Article 22) are ineligible to vote.
52 Faculty members who are on any other type of leave of absence, or in a period of inactive employment for
53 the FERP or Pre-retirement Reduction in Time Base Program (as defined in CBA Articles 23, 24, 27, 28,
54 29 and 30 respectively) may retain their voting rights during the time of their leave or inactive employment
55 period. If a faculty member desires to vote while on leave or during an inactive employment period, the
56 faculty member must ~~furnish~~ notify the Office of the Academic Senate, by the beginning of the leave or
57 inactive employment period, ~~an address to which the faculty member wants the ballots sent.~~ Faculty who
58 do not exercise this option to vote will not be counted as voting members for purposes of determining
59 whether sufficient votes have been cast to settle an election.

B.S. in Speech Language Pathology (CEHHS)

Report from BLP, B.S. in Speech Language Pathology (CEHHS)

The Budget and Long Range Planning Committee (BLP) has reviewed the proposed B.S. in Speech Language Pathology, giving attention to the immediate and long-range enrollment prospects for this proposed degree program as well as the resource implications of the program's launch. We thank proposer Sue Moineau for her patience and assistance as we reviewed the program's resource implications.

This proposed B.S. was added to CSUSM's University Academic Master Plan (UAMP) in March 2013, to be established as a self-support program.² Proposers hope to launch the program in Spring 2015 as a residential program at the CSUSM campus, although they do envision moving the program fully online within the next several years.

Program Demand: The program is designed as a 2-year full-time transfer program, with all upper-division coursework to be offered via EL. All lower-division coursework, including 15 units of prerequisites, can be completed by matriculated CSUSM students through stateside offerings or transferred from community colleges. The prerequisite courses will also be packaged as a full-time EL special session offering each Fall, so that a new cohort can begin the full-time Speech Language Pathology each Spring. The 60-unit major includes 51 units of Speech-Language Pathology and 9 units of specified courses to meet UDGE requirements.

While undergraduate Speech-Language Pathology programs are offered at 9 other CSU's and at other private institutions in Southern California, SDSU offers the only such program in San Diego County. No campus-specific survey data were provided to document existing demand within CSUSM's current student body, but figures from the Bureau of Labor Statistics and other resources indicate high demand for professionals in this field. Clients for such professionals include children as well as the elderly, and CSUSM's master's-level graduates have found ready employment. Demand is also evidenced by strong enrollments at CSU campuses that do offer the degree; for example, CSULB's program is currently impacted. CSUSM's Speech-Language Pathology Department already offers a master's degree (currently offered as an Option for the M.A. in Education, under review to launch as a stand-alone program within CEHHS in AY 2014-15). The P-form for the B.S. notes, "Students graduating from the B.S. program would be qualified for employment as a speech aid[e] or a speech pathology assistant." Further, this proposed B.S. will better position holders of a baccalaureate degree to apply for and begin master's level work. As the P-form notes, "this is an optimal time to propose this program as it meets the needs of local students and of the master's program in addressing the shortage of well-prepared undergraduates for entry into the professional preparation masters program."

Extended Learning's draft budget (available on BLP's Moodle page) anticipates a Year 1 cohort of 25 students; however, if demand proves sufficient, up to 50 students could be admitted (divided into cohorts of 25 each, per correspondence with EL Associate Dean Sarah Villarreal). The draft budget estimates tuition at \$350/unit for the first five years of the program. For 30 units per Academic Year, undergraduate students would thus pay tuition of \$10,500/year, plus standard EL student fees laid out at <http://www.csusm.edu/el/aboutus/fees.html>, which includes CSUSM's ongoing Academic Excellence & Student Success Fee.³ Built into the student tuition structure is the cost of an iPad, which each student in the program will use in class and for various projects. Any additional software needed will be purchased as part of standard course materials.

Resource Implications:

Faculty: The program requires 51 units of undergraduate instruction in Speech-Language Pathology, or 17 new courses (3 units each). The Department of Speech-Language Pathology currently includes 2 tenure-track faculty

² The program was added to the UAMP under the name "Communicative Sciences and Disorders."

³ Current stateside CSUSM tuition and fees are available at http://www.csusm.edu/schedule/spring_2014/fees_and_charges.html; the Academic Excellence & Student Success Fee for both stateside and EL students will be \$150/semester for AY 2014/15, per E.O. 1086.

members, and the Department is now conducting a search for a third TT faculty member to support this program as well as the existing master's level program.⁴ Additionally, several TT faculty members from the School of Education will contribute relevant classes in their own fields of expertise, for which EL will reimburse the School of Education. The Speech-Language Pathology Department will continue to utilize lecturer instruction in the master's-level as well as in the new B.S. program. Speech-Language Pathology's existing master's level program employs three full-time and one part-time lecturer, all of whom are anticipated to teach in the new B.S. program; a new lecturer will be hired to teach in the B.S. program in AY 2014/15. Lecturers in EL are paid according to the same pay scale as stateside lecturer employees, and those teaching at least 6 units at CSUSM (even through a combination of EL and statewide programs) earn full benefits. While courses taught through EL do not count toward lecturer "entitlements" to future work in these classes, SLP's lecturers are hired by CEHHS and reimbursed by EL, so these lecturers do earn entitlements for their work. Finally, assigned time (3 units of assigned time each semester, plus 3 units each summer) is also built into Extended Learning's budget to allow a Program Coordinator to run the program.

Space: No labs are necessary for this program, and EL has assured BLP that EL has sufficient classroom space at its disposal so that no demands for stateside classrooms will be requested for this program (per email correspondence with EL Associate Dean Villarreal).

Staff: All staff advising and staff assistance for this program will need to be funded by EL. The current master's level program is supported by 1 full-time staff member (funded by EL), who will also support the B.S. program. Staff advising (including transcript reviews to confirm prerequisites are met) will be handed by EL staff, and EL provides additional staff for the program on an as-needed basis. All faculty advising will be provided by the Program Director.

Library: The Library's report anticipates \$3000/year in new subscription costs to support both the B.S. and the existing master's degree. The Library will conduct an assessment after Year 1 to determine what, if any, additional Library subscription and monograph needs require funding from EL. The Library report also indicates that two tenure-line Library faculty members have the requisite subject expertise to support the B.S. and stand-alone M.S. degrees in the near term; however, the report makes clear that this must be a temporary arrangement. It is imperative that adequate Library resources, including faculty and staff resources, be accounted for as self-support programs increase demand for Library services. The Library will need to maintain and analyze records to document additional demands and reimbursement needs, tasks which themselves place additional burdens on Library faculty, staff, and administration.

IITS: The current master's-level program makes heavy use of the "flipped classroom" model, and the P-form envisions ultimately moving the entire B.S. program online. The current master's-level instructors have all been trained in CamtasiaRelay (per correspondence with IITS and proposer Sue Moineau). All student software and other materials needs will be met by students' independent purchases. IITS should be kept informed of the Department's progress in developing its online curriculum so that adequate infrastructure and staff support can be secured as the program moves toward its goal of becoming a fully online program. Academic Affairs must remain vigilant in tracking the development of this and other online programs to ensure that IITS has the funding necessary to support the growing online presence as well as existing and future face-to-face stateside programs on campus.

Equipment: This program will not require any labs, but the EL draft budget does include purchase of "assessment and treatment materials" (\$20,000 in Year 1, with \$10,000/year in later years that), including items such as audiometers.

⁴ Correspondence with Dr. Moineau indicates that the program anticipates hiring for a fourth tenure-track position in AY 2014/15; however, they have been approved for the fourth hire this year if an appropriate candidate presents him/herself during the current search.

Report from the University Curriculum Committee (UCC), B.S. in Speech Language Pathology

In Oct. 2013, UCC received a P-form to create a new Bachelor's of Science degree in Speech Language Pathology (SLP) along with associated C-forms to create 14 new courses. UCC's review process was focused on the academic soundness and quality of both the proposed courses and the degree as a whole. Following extensive review and consultation with the proposing faculty (Suzanne Moineau, Associate Professor, Speech Language Pathology) during Feb. 2014, UCC voted to recommend the P-form and all associated C-forms for Senate approval.

Currently, the Speech Language Pathology Department offers a Certificate in Communicative Sciences and Disorders (offered through Extended Learning) that provides post-baccalaureate students with the background knowledge required to successfully pursue CSUSM's Master's of Arts in Education, Option in Communicative Sciences and Disorders (also offered through Extended Learning). The proposed B.S. would allow students interested in a career in Speech Language Pathology to gain a more thorough grounding in the field at the undergraduate level and would provide a specialized degree that would allow graduates to apply for admission to any Speech Language Pathology Master's program in the state without needing to take any supplementary prerequisites.

The proposed B.S. in Speech Language Pathology will be offered through Extended Learning as a two-year, 60 unit program using a cohort model. It is anticipated that cohort sizes of up to 50 students will be admitted annually. The program includes nine units of upper division general education and 51 units (17 courses) of major requirements. Defined courses are required for the upper division BB (BIOL 320: Anatomy and Physiology of Speech and Hearing) and DD (EDUC 380: Applications in Child and Youth Development) requirements, while the CC requirement will be variable depending on departmental offerings. All students will take the same series of courses in the same order, with no elective units or concentrations within the program. Lower division general education and lower division preparatory coursework for the degree can be taken at CSUSM or at other institutions, and must be completed prior to enrolling in the B.S. program.

Supplementary information related to B.S. in Speech Language Pathology from P-form originator, Dr. Suzanne Moineau

1. I want to ensure that it is clear that if what we are concerned with is economics for students, the current approach we have is more costly to our students than proposing a program through EL. As I noted in Senate on Wednesday, our students must (will have to) return for a certificate after they receive a bachelor's degree in something else as we no longer have stateside FTEs (as we are no longer part of SoE) to be able to offer our courses to undergraduates in different majors. This requires them to pay for an additional 33 units of foundational coursework required to be successful in the MS program and delays their employment by another full year. The difference in stateside cost vs EL cost is a wash from the standpoint of tuition, however, the students lose a year of income and essentially have to take a circumvented route to achieve their goals. There is an additional consideration regarding stateside programs. Many of the stateside CSU programs in SLP have high enrollments and several are impacted. Students do not always get into the courses they need which may further prolong their graduation and their ability to move onto the MS in a timely fashion. Our proposal through EL would guarantee time to completion.
2. I understand the point was raised regarding the moratorium being lifted for proposals of stateside programs. My understanding is that Janet Powell will be exploring this further to determine if it is possible to move the program stateside, but until which time that can be determined, we would like to move forward with the EL proposal as to not delay this further for potential students interested in this career path.

1 For the complete curriculum associated with this proposal, visit the Curriculum Review website
2 (under COEHHS starting at # 40):
3 [http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2013-
4 14_curriculum.html](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2013-14_curriculum.html)
5
6

7 **Proposed Catalog Description for the B.S. in Speech Language Pathology:**
8

9 COMMUNICATIVE SCIENCES AND DISORDERS
10

11 OFFICE: Extended Learning
12

13 TELEPHONE: 760-750-8729
14

15 CHAIR and PROGRAM DIRECTOR: Suzanne Moineau, Ph.D.
16

17 **FACULTY:**

18 Devina Acharya, M.A.

19 Erika Daniels, Ed.D.

20 Elizabeth Garza, Ed.D.

21 Lori Heisler, Ph.D.

22 Deanna Hughes, Ph.D.

23 Kristen Nahrstedt, M.A.

24 Suzanne Moineau, Ph.D.

25 Alice Quiocho, Ed.D.

26 Jodi Robledo, Ph.D.

27 Alison Scheer-Cohen, Ph.D.
28
29

30 Extended learning offers a Bachelor of Science degree in speech language pathology (SLP) that provides
31 foundational coursework necessary for application to graduate programs that lead to a career in speech
32 language pathology. Students who earn this Bachelor of Science in SLP will be eligible to apply to the
33 Master of Arts in Education, Option in Communicative Sciences and Disorders at CSUSM*. The program
34 will provide students with a broad education, covering content related to speech, language,
35 communication, cognitive and swallowing disorders across the lifespan. It will build important
36 foundational skills in public speaking, professional writing, evidence-based practice, and cultural
37 sensitivity. As the coursework has both breadth and depth in related fields, the Bachelor's degree can
38 lead to careers in related fields including communication, counseling, general education, health, human
39 development, rehabilitation, social service, and special education.
40

41 * The coursework associated with the major will satisfy most other speech language
42 pathology/communicative sciences and disorders master's program's admissions requirements,
43 but this may differ from program to program, and applicants are encouraged to contact specific
44 programs for additional information. Application to the speech language pathology master's
45 program at CSUSM does not guarantee admission.
46

47 **Student Learning Outcomes:**

48 Students who graduate with a Bachelor of Science in speech language pathology will be able to:

- 49 1) Explain development of communication functions and their breakdown across the lifespan;
- 50 2) Synthesize knowledge across disciplines, including basic science, behavioral science, and humanities
51 to apply to speech language pathology;
- 52 3) Describe the most common speech, language, communication and swallowing disorders that are
53 diagnosed and treated by speech-language pathologists
54

55 **Degree Requirements:** The courses are sequenced as a cohort model such that accepted students go
56 through the same courses at the same time. Students must complete 15 units of lower-division
57 preparatory coursework prior to beginning the major. The lower-division preparatory coursework can be
58 satisfied at any college/university that offers this content.
59

60 **Preparation for the major (21 units)**
61

62	<u>Required Lower-Division Preparatory Coursework (15 units)</u>		
63			
64	Introduction to Communicative Sciences and Disorders or Communicative Disorders in the Media (SLP 150 or 175)	3 units	
65			
66	Hearing Disorders and Measurement (SLP 201)		3 units
67	Evidence-based Practice in speech language pathology (SLP 222)		
68		3 units	
69	Diagnostics in SLP (SLP 260)		3 units
70	Statistics (MATH 242)		3 units
71			
72			

73 Supporting Upper-Division Coursework (6 units)

74			
75	BIOL 320: Anatomy & Physiology of Speech/Hearing		3 units*
76	EDUC 380: Application for Child and Youth Development		3 units*
77			

78 Required Major Courses (51 units)

79			
80	SLP 351: Language Acquisition/Assessment for Practitioners	3 units	
81	SLP 352: Literacy Development & Assessment for the speech-language pathologist		
82		3 units	
83	SLP 357: Science of Speech and Hearing		3 units
84	SLP 364: Role of Cultural Diversity in Schooling		3 units
85	SLP 391: Clinical Phonetics and Analysis of Disordered Speech for speech-language pathologists		
86		3 units	
87	SLP 400: Professional Speaking and Presentations in speech language pathology		
88		3 units	
89	SLP 401: Professional Report Writing for Speech-Language Pathologists		
90			3 units
91	SLP 432: Augmentative and Alternative Communication for Speech-Language Pathologists		
92		3 units	
93	SLP 451: Professional Aspects of speech language pathology		
94		3 units	
95	SLP 452: Introduction to Clinical Practice		3 units
96	SLP 461: Speech Development and Disorders		3 units
97	SLP 462: Communicative Disorders in Individuals with Craniofacial Anomalies		
98		2 units	
99	SLP 463: Voice and Fluency Disorders		4 units
100	SLP 471: Developmental Language and Literacy Disorders		3 units
101	SLP 473: Adult Neurogenic Communication Disorders		3 units
102	SLP 492: Swallowing Disorders		3 units
103	SLP 494: Communication Disorders in Autism		3 units

104

105 * If taken after students have completed 60 units, these courses will satisfy requirements in Upper

106 Division General Education requirements in areas BB and DD.

107

108

109 All courses taken for the major, including preparation for the major, must be completed with a grade of C

110 (2.0) or better.

111

112 Admission and Graduation Requirements: The Bachelor of Sciences in speech language pathology has

113 the same general Undergraduate Admission and Graduation Requirements and/or Transfer

114 Policies/Requirements described in California State University San Marcos' Catalog. Students must,

115 however, complete the 15 units of lower-division preparatory coursework prior to the start of the major.

116

117 **4. Curriculum**

118

119 a. Program Student Learning Outcomes (PSLOs) [Goals for the Program] are to develop graduates who

120 possess:

121

122 PSLO-1) Skills and knowledge of human communication and its disorders and an understanding of
 123 evidence-based practice in the field;
 124 PSLO-2) Oral and written communication skills, interaction styles and personal dispositions that reflect a
 125 respect for diversity, collaboration and professionalism; and
 126 PSLO-3) Summative skills and knowledge for competitive entry into graduate school or a professional
 127 position in public service in speech language pathology.
 128

129 b. PSLOs will be assessed in each course as indicated in the PSLO table via signature assignments,
 130 grades and overall GPA.
 131

132 c. As noted above, there are 51 units of curriculum required for the major, and an additional 9 units of
 133 UJGE coursework.
 134

135 d. N/A – this program will not require more than 120-semester units.
 136

137 e. N/A – there are no formal options, concentrations, or special emphases.
 138

139 Required Major Courses (51 units)
 140

141	SLP 351: Language Acquisition/Assessment for Practitioners	3 units	
142	SLP 352: Literacy Development & Assessment for the speech-language pathologist		
143		3 units	
144	SLP 357: Science of Speech and Hearing		3 units
145	SLP 364: Role of Cultural Diversity in Schooling	3 units	
146	SLP 391: Clinical Phonetics and Analysis of Disordered Speech for speech-language pathologists		
147		3 units	
148	SLP 400: Professional Speaking and Presentations in speech language pathology		
149		3 units	
150	SLP 401: Professional Report Writing for Speech-Language Pathologists	3 units	
151	SLP 432: Augmentative and Alternative Communication for Speech-Language Pathologists		
152		3 units	
153	SLP 451: Professional Aspects of speech language pathology		
154		3 units	
155	SLP 452: Introduction to Clinical Practice		3 units
156	SLP 461: Speech Development and Disorders	3 units	
157	SLP 462: Communicative Disorders in Individuals with Craniofacial Anomalies		
158		2 units	
159	SLP 463: Voice and Fluency Disorders	4 units	
160	SLP 471: Developmental Language and Literacy Disorders	3 units	
161	SLP 473: Adult Neurogenic Communication Disorders	3 units	
162	SLP 492: Swallowing Disorders	3 units	
163	SLP 494: Communication Disorders in Autism	3 units	

164
 165 g. N/A – there are no elective courses for the major
 166

167 h. Proposed Catalog descriptions for NEW courses.
 168

169 **SLP 352 Literacy Development and Assessment for the Speech-Language Pathologist:**
 170 Provides a speech language pathology perspective on the development, assessment and
 171 instruction of reading and writing in English language learners. Focuses on knowledge and skills
 172 related to: a culture of literacy, the components and strategies of literacy instruction, literacy
 173 assessment to meet individual needs, curriculum-based literacy, and second language literacy
 174 development.
 175

176 **19**
 177 **20 SLP 400 Professional Speaking and Presentations in speech language pathology:** Focuses
 178 on the construction and delivery of informative professional conversations, speeches and
 179 presentations in a public arena, as relevant to speech-language pathologists.
 180

181 **21 SLP 401 Professional Report Writing for Speech-Language Pathologists:** Focuses on the
 construction and writing of professional and technical correspondence and reports for various

182 SLP professional practice settings. Emphasis will be placed on writing conventions, style, design
183 and format for all aspects of clinical practice.
184

185 **SLP 432 Augmentative and Alternative Communication for Speech Language Pathologists (3).**
186 Survey of technologies and assistive/adaptive devices used for working with individuals with
187 communication disorders across the lifespan. Covers best practices in assessment as well as
188 appropriate ways to differentially identify interventions for effective communication utilizing state of the art
189 technology and other augmentative communication devices.
190

191 **SLP 451 Professional Aspects of Communicative Sciences and Disorders:** Survey of professional
192 issues that are central to the practice in the field of speech language pathology. Includes theory in
193 counseling, supervision, and behavior management as a basis for reflective clinical experience.
194 Introduces the code of ethics, which governs the practice of speech language pathology and explores
195 ways in which these ethical principles guide practice across the lifespan.
196

197 22 **SLP 452 Introduction to Clinical Practice:** Provides an in depth understanding of the expertise
198 and professional skills required to become a Speech Language Pathologist. Reviews the roles
199 and responsibilities of the SLP, as well as professional and ethical responsibilities for certification
200 and licensure. Will aid in the first steps of career planning to become a speech-language
201 pathologist.
202

203 **SLP 461 Speech Development and Disorders:** Applies knowledge of articulation and phonological
204 development to the assessment and intervention of children with speech delay/disorder. Covers
205 theoretical constructs relevant to how we conceptualize developmental speech disorders, explores
206 assessment issues and procedures, and reviews current evidence-based intervention approaches.
207

208 **SLP 462 Communication Disorders in Individuals with Craniofacial Anomalies:** Covers the
209 biological and neurological aspects of craniofacial anomalies leading to speech disorders. Addresses
210 etiologies, characteristics, prevention, assessment, and intervention procedures and issues associated
211 with cleft lip and palate and other craniofacial disorders.
212

213 **SLP 463 Voice and Fluency Disorders:** Reviews theories and principles in the onset, development and
214 maintenance of stuttering and voice disorders in children and adults. Current best practices in prevention,
215 assessment and treatment will be reviewed through reading research literature for populations across the
216 lifespan.
217

218 **SLP 471 Developmental Language and Literacy Disorders:** Reviews current theories regarding the
219 underlying etiology of language disorders in infants and children. Uses knowledge and principles from
220 typical communication development to inform assessment and treatment. Emphasis on gathering and
221 analyzing diagnostic information to develop evidence-based treatment plans for infants and children.
222

223 23 **SLP 473 Adult Neurogenic Communication Disorders:** Covers the neuroanatomical and
224 neurophysiological bases of adult human communication and discuss types of brain injuries (i.e.
225 diagnoses) that lead to acquired communication disorders in adults. Covers the linguistic and
226 cognitive-communicative disorders of aphasia, right brain dysfunction, traumatic brain injury and
227 dementia. A survey of historical and contemporary literature related to the nature of these
228 communication disorders, including prominent theories will be covered.
229

230 24 **SLP 492 Swallowing Disorders:** Covers the anatomy and physiology of typical swallowing
231 function across the lifespan. Introduces common etiologies that result in swallowing disorders
232 and reviews the assessment and treatment of these disorders.
233

234 **SLP 494 Introduction to Autism Spectrum Disorders:** Explores the nature of autism spectrum
235 disorders across the lifespan. The neurological, genetic, and anatomic underpinnings of the disorder will
236 be reviewed based upon current research and compared to typically developing populations. Current and
237 best practices for evaluation, treatment and behavior management will be discussed. Reviews the
238 disorder from the perspective of a multidisciplinary team.
239

1
2 **Post-Tenure Review Policy (Proposed new name: Post Tenure Periodic Evaluation Policy)**
3

4 FAC Rationale

5 *FAC has approved changes to the "Post-Tenure Review Policy" (Approved by the Academic Senate*
6 *04/06/2005). Overall, the main change is to distinguish between the periodic evaluation for tenured*
7 *faculty who have the rank of Associate Professor and tenured faculty with the rank of Full Professor.*
8

9 *In section III.B, we rewrote the entire section to remove the menu of three options for their report and*
10 *now require all Candidates to follow one format for the report. By requiring all Candidates to present a*
11 *comprehensive curriculum vitae (in the format recommended for the WPAF) and a narrative of between*
12 *1,250-1,750 words (five-to-seven pages), we have changed the report into something we believe will be*
13 *more useful to all post-tenure Candidates, and will also be more useful for PRC members and deans.*
14

15 *As result of the detailed discussion, the following changes were also made:*
16

<i>The official document is entitled "Post Tenure Review Policy." The document calls the process "Post Tenure Periodic Evaluation (PTPE)." FAC has voted to change the name of the document and the process to "Periodic Evaluation of Tenured Faculty" (PETF), to cohere with the CBA.</i>

<i>The rule stating that FERP faculty "...shall maintain their five-year review cycle" was removed because the rule has changed in the new CBA.</i>

<i>In appropriate instances, the "faculty" member is referred to as "Candidate," which is the format of the updated University RTP document.</i>
--

<i>A line was added to encourage but not require that the Candidate submit the Periodic Evaluation of Tenured Faculty (PETF) electronically.</i>
--

<i>An established step in the process was made explicit in the document by adding the sentence: "The PRC will review the PETF and write a summary report."</i>
--

17
18 |

19 **I. Introduction**

20
21 The purpose of Post Tenure Periodic Evaluation ~~of Tenured Faculty (PTPE)~~ (PETF) is to provide periodic feedback
22 to faculty members⁵ on their effectiveness in all areas considered for retention, tenure, and promotion in order to
23 maintain and improve faculty performance in the interest of carrying out the university's mission.

24
25 ~~PTPE (PETF) should be seen as is~~ an important part of a faculty member's professional growth,
26 ~~which provides faculty members with a regular opportunity to assess and revise their professional~~
27 ~~development plans and goals~~ and may serve different needs at different points in the faculty
28 member's career.

- 29 • For faculty aspiring to promotion to Full Professor, the PETF will provide feedback about
30 maintaining and improving the faculty member's effectiveness and also feedback about
31 strengths and weaknesses relevant to a future application for promotion to full professor.
- 32 • For faculty who have achieved the rank of Full Professor the PETF will provide feedback
33 about maintaining and improving the faculty member's effectiveness.

34
35 **II. Required Review Intervals**

- 36
37 A. Faculty unit employees not being considered for promotion are subject to review every five years
38 following the awarding of tenure.
- 39
40 B. Faculty on sabbatical or leave of absence during the scheduled year of review shall undergo ~~PTPE~~
41 PETF in the first Spring semester upon their return to campus following the regular timeline per
42 Section III.C. of this policy.
- 43
44 C. Faculty who are participating in the Faculty Early Retirement Program (FERP) ~~shall maintain their~~
45 ~~five year review cycle~~ shall not be required to undergo evaluation unless an evaluation is
46 requested by either the FERP participant or the appropriate administrator.

47
48 **III. Procedure and Timeline**

- 49
50 A. A peer review committee (PRC) of the department or equivalent unit and the Dean/Director of the
51 College/Library/unit shall conduct the ~~PTPE~~ PETF.
- 52
53 B. ~~PTPE~~ PETF Report -- Faculty undergoing a fifth-year ~~PTPE~~ PETF shall submit a ~~PTPE~~ PETF
54 report. The ~~PTPE~~ PETF report shall address the faculty member's work in all areas considered for
55 retention, tenure, and promotion for the years under review. For faculty with teaching
56 responsibilities, the ~~PTPE~~ PETF report will cover the areas of Teaching, Research/Creative
57 Activity, and Service. For librarians, the ~~PTPE~~ PETF report will cover the areas of Professional
58 Performance, Research/Creative Activity, and Service. For SSP-ARs, the ~~PTPE~~ PETF report will
59 cover the areas of Professional Performance, Professional Development, and Service.

60
61 1. The PETF Report shall consist of:

- 62 • A comprehensive curriculum vitae (in the format recommended for the WPAF).
63 For instructional faculty, the CV shall contain sections on Teaching,
64 Research/Creative Activity, and Service. For librarians and SSP-ARs, the CV
65 shall contain a section of Professional Performance/Professional Development,
66 Research/Creative Activity, and Service.
- 67 • A narrative of 1,250-1,750 words (approximately 5-7 pages) highlighting the
68 Candidate's accomplishments during the period covered in the PETF.
 - 69 ○ The Candidate should indicate their goals for the evaluation, including
70 if they believe they may apply for promotion to full professor following
71 the PETF.
- 72 • All teaching faculty shall include consideration of student evaluations of
73 teaching as partial evidence of teaching effectiveness. This consideration may
74 take various forms; for example, a description of student evaluations may be
75 included in the narrative, or a page from the summary statistics provided with
76 the student evaluations of instruction obtained for each of the chosen classes, or

⁵ The term "faculty member" refers to instructional faculty, librarians, and SSP-ARs.

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a single table summarizing item statistics for all courses to be highlighted in the review may be included with the ~~PTPE~~ PETF.
2. The Candidate ~~faculty member~~ shall submit a copy of the ~~PTPE~~ PETF report to the office of the Dean/Director of the College/Library/unit.

In recognition that ~~PTPE~~ may serve different functions at various points in a faculty member's career, the ~~PTPE~~ report may take one of three possible forms. The faculty member under review shall determine the form best suited for the particular ~~PTPE~~ review. The forms are as follow:

- a. ~~———— A complete curriculum vitae (in the format recommended for the WPAF⁶) and up to a three page narrative highlighting the faculty member's accomplishments since the last review. The complete CV shall contain sections on Teaching (for instructional faculty) or Professional Performance/Professional Development (for librarians and SSP ARs), Research/ Creative Activity (if appropriate), and Service.~~
 - b. ~~———— Five annual reports and up to a three page narrative highlighting the faculty member's accomplishments since the last review. Each annual report shall contain sections on Teaching (for instructional faculty) or Professional Performance/Professional Development (for librarians and SSP ARs), Research/ Creative Activity (if appropriate), and Service.~~
 - e. ~~———— A five to seven page narrative highlighting the faculty member's accomplishments in Teaching (for instructional faculty) or Professional Performance/Professional Development (for librarians and SSP ARs), Research/ Creative Activity (if appropriate), and Service.~~
- ~~2. ——— All teaching faculty shall include consideration of student evaluations of teaching as partial evidence of teaching effectiveness. This consideration may take various forms; for example, a description of student evaluations may be included in the narrative, or a page from the summary statistics provided with the student evaluations of instruction obtained for each of the chosen classes, or a single table summarizing item statistics for all courses to be highlighted in the review may be included with the PTPE.~~
- ~~3. ——— Any reviewer may request of the candidate additional information on their PTPE report.~~
- ~~4. ——— Upon the request of the PRC and/or the Dean/Director, faculty shall be prepared to provide evidence of accomplishments listed in the annual reports.~~

C. Evaluation of the Candidate's Report

- 1. The PRC shall review the Candidate's report and write a summary report. If the Candidate has stated that they may apply for promotion to full professor following the PETF, the PRC shall provide feedback about strengths and weaknesses.
- ~~D.~~ 2. The Dean/Director will review the PTPE Candidate's report and the PRC report, and write a summary report. If the Candidate has stated that they may apply for promotion to full professor following the PETF, the Dean/Director shall provide feedback about strengths and weaknesses.
- ~~E.~~ 3. The faculty member Candidate shall be provided a copy of the PRC and Dean/Director reports.
- ~~F.~~ 4. The PRC chair and the Dean shall meet with the faculty member Candidate, upon completion of his or her evaluation to discuss strengths and weaknesses. If necessary, a plan for improvement will be developed that shall include periodic status reports.
- ~~G.~~ 5. The faculty member Candidate may submit a written response to the PTPE assessment.

⁶ Please refer to the RTP Handbook produced by the Faculty Center.

- 136 | ~~H.~~ 6. A copy of the PRC's report, the Dean's/Director's summary report, the improvement plan
 137 | (if any), and the ~~faculty member~~ Candidate's response (if any) shall be placed in the ~~faculty~~
 138 | ~~member~~ Candidate's Personnel Action File.
- 140 | ~~I.~~ 7. Academic units may develop guidelines for the appropriate level of performance in each
 141 | of the areas covered by the ~~PTPE~~ PETF report.
- 143 | ~~J.~~ 8. ~~PTPE~~ PETF Calendar
- 145 | **25 March 1: Fifth-year ~~PTPE~~ PETF reports due**
- 146 | April 1 PRC report due to ~~faculty member~~ Candidate
- 147 | May 1 Dean/Director's summary due
- 148 | End of semester Meeting with PRC chair and Dean complete

1 *FAC Rationale:*

2
3 *During FAC's review of new department standards for the Department of Speech Language Pathology and the*
4 *Department of Psychology, it became clear that some faculty in the CEHHS have an opt-out option regarding new*
5 *or significantly changed RTP standards. Further, SLP proposed to extend this same option in their new department*
6 *standards. The Department of Psychology, by contrast, submitted a department RTP document that was silent on the*
7 *issue, meaning that the new standards would apply to all.*

8
9 *The Executive Committee charged FAC with developing a policy that would apply to all probationary and tenured*
10 *faculty, and so this element has been removed from the SLP document and it is being addressed separately here as a*
11 *new rule that would be added to the university RTP document.*

12
13 *FAC is attempting to create a mechanism through which a faculty member may formally signal their choice to*
14 *temporarily exempt themselves from the new or substantially revised department/college document. Since all*
15 *probationary and tenured faculty shall have to work with the new/ substantially revised standards in 4 years, the*
16 *exemption serves to postpone the application of the new/revised standards. FAC does not envision that the faculty*
17 *member must present their reasons, and FAC believes such a request should be granted automatically (if the rules*
18 *are followed).*

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| Applicability of Department RTP Standards (to be added to University RTP document)

Department (or equivalent) and College (or equivalent) RTP standards express values, expectations, and/or requirements that are more specific than the university RTP document. These specific standards provide clear guidance to probationary and tenured faculty members and also provide important information to reviewers at all levels.⁷

When new or substantially revised department/college documents are approved, all affected faculty will be sent a copy and be informed that the new document applies to all except those probationary and tenured faculty that obtain an exemption.

For all probationary and tenured faculty, whether or not an exemption was obtained following the approval of new/substantially revised RTP standards, the new/significantly revised RTP standards apply four years from the date of approval by the president.

The following rules specify who can and cannot obtain an exemption:

- ❖ All new probationary tenure-track faculty members with hire dates after the president’s approval of a new or substantially revised department/college (or equivalent) RTP document will be governed by that document.
- ❖ Probationary faculty:
 - Prior to the first evaluation following the president’s approval of the department/college (or equivalent) RTP ~~document~~ standards, each probationary faculty member shall submit a form indicating their exemption to the application of the new/significantly revised RTP standards.
 - The completed form shall be included in the WPAF/PAF along with any applicable standards.⁸ Once this decision has been made, it may not be changed.
- ❖ Tenured Faculty
 - Within six months following the president’s approval of the new/substantially revised department/college RTP document, the tenured faculty member who shall undergo Periodic Evaluation of Tenured Faculty⁹ or request promotion to Full Professor/Librarian/SSP-AR III, shall complete a form indicating their exemption from the new/substantially revised department (or equivalent) and/or College (or equivalent) RTP standards.
 - The completed form shall be included in the WPAF/PAF. Once this decision has been made, it may not be changed.

⁷ This rule does not address the situation where minor changes are made to college or department (or equivalent) RTP standards.

⁸ The WPAF checklist will need to be updated.

⁹ What was formerly called PTPE or post tenure review will be officially renamed “Periodic Evaluation of Tenured Faculty” pending approval of FAC item on 4/23/14 senate agenda.

57 Exemption Form¹⁰

58 This form is to be used by faculty exempting themselves from new or substantially revised department/college
59 standards. This form must be included in the WPAF.

60
61 By signing this form I am indicating that I will be exempt from the specific department or college standards
62 indicated below, and that the RTP standards attached to this document must be used by my reviewers.
63
64
65

66 | _____
67 | Department or College RTP Standards from which I am exempt
68 |
69 | _____

70 | Signature & Date
71 |
72 | _____

73 | Attachment:
74 | _____

75 | Prior RTP standards to be used in lieu of those I am exempt from

¹⁰ To be added as an appendix.

76 **Rationale:**

77 FAC deleted anything that directly reiterated the University policy to avoid the need to change this document if the
78 University policy is updated. This is a supplementary document that serves to document the unique requirements for
79 CHABBS Lecturers.

80
81 FAC received no comments following the 4/9/14 Senate meeting.

82
83
84 **College of Humanities, Arts, Behavioral & Social Sciences**
85 **Evaluation of Lecturer Faculty Unit 3 Employees**
86

87 **I. Purpose**

88 The purpose of this ~~policy~~ document is to provide additional ~~procedures~~ standards for periodic evaluation
89 ~~and performance review~~ of Lecturer Faculty in CHABSS. This ~~policy~~ document is in accordance with the
90 Collective Bargaining Agreement (CBA), and the University Policy of Lecturer Evaluation FAC 389-12. ~~Procedure~~
91 ~~for Periodic Evaluation of Lecturer Faculty (UPPELF)~~. In the case of any conflict or omission, the University-wide
92 procedure shall be considered authoritative. This document provides additional requirements of CHABSS lecturers,
93 over and above those stated in the University policy, guidelines so that: (1) the Lecturer Faculty can (a) prepare for
94 periodic evaluations, (b) receive feedback to improve teaching and enhance student learning; (2) evaluators are
95 informed about the procedures for the evaluation of Lecturer Faculty; and (3) appropriate administrators can make
96 decisions about reappointment and other personnel actions relating to Lecturer Faculty based on proper assessments
97 and documentations.

98 **II. Procedure**

99 **A. General Procedure**

100 1. Within fourteen (14) days from the first day of the academic term the Dean/Associate Dean's office will
101 provide all Lecturers in the College of Humanities, Arts, Behavioral and Social Sciences (hereafter CHABSS) a
102 copy of this Policy document.

103 2. Within ten (10) days from the start of each semester, the Dean's office shall provide Department Chairs
104 or their equivalents a list of the names of all Lecturers who will be evaluated in their departments at the end of that
105 semester. It shall be the responsibility of the Department Chair to notify the Dean within ten (10) days of the receipt
106 of the list of any changes to the list.

107 3. Within fourteen (14) days from the first day of the academic term, Department Chairs shall inform all
108 eligible Lecturers about their forthcoming evaluations.

109 4. Each academic department shall have the right to establish its own written policy standards on the
110 evaluation of its Lecturers. Where such ~~policy standards are~~ is established ~~it they~~ must be consistent with the CBA,
111 and meet or exceed the minimum requirements outlined by the University and CHABSS documents policies. Any
112 such policy standards shall be reviewed by the College Faculty Development Committee and the University Faculty
113 Affairs Committee to ensure compliance with the CBA and CHABSS policies standards before adoption. Where
114 such ~~policy standards are~~ is established, which may include additional Department standards requirements for the
115 WPAF contents, the Lecturers within the department shall be provided a copy of that policy within 14 days from the
116 first day of the academic term. Criteria must be appropriate to Lecturer assignments.

117 5. All Lecturers are responsible to consult the University Procedure for Periodic Evaluation of Lecturer
118 Faculty Evaluation Policy. It is also the responsibility of Lecturers to meet the deadlines established by
119 Timetables for the Periodic Evaluation of Lecturer Faculty published by the Office of Faculty Affairs.

120 6. Reviewing for the completeness of the WPAF for a Lecturer under review shall be the responsibility of
121 (a) the Chair of the department (or equivalent) in the case of a Lecturer hired for one semester or less or in the case
122 of a part time Lecturer not eligible for a three year appointment, and (b) of the Peer Review Committee (hereafter
123 PRC) in all other cases.

124 7. Adding material to the WPAF after it is declared complete may be allowed only with the approval of
125 the PRC (where applicable), and the appropriate administrator, and as elaborated by paragraph III.E. of the
126 university Procedure for Periodic Evaluation of Lecturer Faculty.

127 8. If a classroom visit is a required part of the evaluation, a notice to the Lecturer shall be provided at
128 least five (5) days prior to the classroom visit (CBA 15.14). There shall be consultation between the peer
129 observer and the Lecturer to schedule a classroom visit that is convenient for all parties. The Lecturer shall be
130 provided an opportunity following such a visit to discuss the visiting evaluator's report.

131 9. Once a recommendation is made at any level of the evaluation, it shall be provided to the Lecturer
132 under review in writing. The Lecturer may respond to the recommendation within ten (10) calendar days of
133 receiving the recommendation. The response shall be filed at the office of the Dean, who will sign and provide a

134 | copy to the Department Chair ~~or PRC, as appropriate~~. The Department Chair ~~or PRC~~ may respond to the
135 | Lecturer's written rebuttal within ten (10) calendar days of receipt of the rebuttal. No formal, written response to a
136 | Lecturer's rebuttal is required.

137 | 10. PRCs shall be composed of tenured faculty only. Probationary and Lecturer Faculty, upon request by
138 | the Lecturer being evaluated, may provide peer input, but shall not be allowed to participate in deliberations or
139 | make recommendations.

140 | 11. Any Lecturer under review can request an opportunity for peer input.

141 | 6. Once provided with the evaluation, the Lecturer shall sign and return the evaluation form(s), and retain
142 | a copy. The Department Chair ~~or PRC~~ may arrange a meeting with the lecturer to review the evaluation. In the
143 | case where the Department Chair ~~or PRC~~ does not arrange a meeting to review the evaluation, the Lecturer may
144 | request a meeting with the Department Chair, ~~PRC or appropriate administrator~~ to discuss the evaluation within ten
145 | (10) calendar days of receiving it. 13. Per CBA 11.1 all personnel actions including reappointment decisions shall
146 | be solely based on the Lecturer's Personnel Action File (PAF).

147 | **B. Particular Procedure**

148 | 1. ~~A Lecturer hired for one semester or less~~ shall be evaluated at the discretion of the Department Chair
149 | or the equivalent authority. Also, the lecturer may request an evaluation to be performed. It is the college's policy
150 | to encourage department chairs or their equivalents to review Lecturers hired for one semester or less.

151 | 2. ~~A Part-Time Lecturer Not Eligible for a Three-Year Appointment~~ shall be evaluated on an annual
152 | basis. The evaluation shall be performed by the Department Chair or equivalent. The evaluation shall include
153 | Student Evaluations of the Lecturer (if applicable).

154 | 3. ~~A Full-Time Lecturer Not Eligible for a Three-Year Appointment~~ shall be evaluated on an annual
155 | basis. The evaluation shall include (a) Student Evaluations of the Lecturer (if applicable); (b) an evaluation by a
156 | PRC (if applicable) and; (c) evaluation by the appropriate administrator.

157 | 4. ~~A Full or Part-Time Lecturer Eligible for an initial Three-Year Appointment~~ "shall be evaluated in
158 | the academic year preceding the issuance of a three-year appointment" (UPPELF). This evaluation shall include (a)
159 | Student Evaluations of Instruction (if applicable); (b) an evaluation by a PRC (if applicable) and; (c) evaluation by
160 | the appropriate administrator. Per CBA 15.28, the Lecturer's "cumulative work performance during the entire
161 | qualifying period for a three-year appointment" shall be subject to evaluation. The evaluators shall rate the
162 | Lecturer's performance as "satisfactory" or "unsatisfactory." Further elaboration on this procedure is provided by
163 | CBA 15.28.

164 | 5. ~~A Full and Part-Time Lecturer Holding a Three-Year Appointment~~ shall be evaluated in the third
165 | year of his/her appointment. The Lecturer may be evaluated more frequently upon their request or at the
166 | request of the President or designee (CBA 15.26). This evaluation shall include (a) Student Evaluations of
167 | Instruction (if applicable); (b) an evaluation by a Peer Review Committee (if applicable) and; (c) evaluation by the
168 | appropriate administrator. Per CBA 15.28, the Lecturer's "cumulative work performance during the entire
169 | qualifying period for a three-year appointment" shall be subject to evaluation. The evaluators shall rate the
170 | Lecturer's performance as "satisfactory" or "unsatisfactory." Further elaboration on this procedure is provided by
171 | CBA 15.29.

172 |
173 | 1. All lecturers shall be evaluated on a regular basis in accordance with the type and term of their appointment
174 | per Section IV of the UPPELF University Lecturer Evaluation Policy.

175 | 2. CHABSS policy is to encourage Department Chairs or their equivalents to review Lecturers hired for one
176 | semester or less.

178 | **III. Working Personnel Action File (WPAF)**

179 | 1. All Lecturers shall submit a working personnel action file (WPAF) to their respective Department Chair or
180 | equivalent according to the Timetables for the Periodic Evaluation of Lecturer Faculty published by the Office of
181 | Faculty Affairs timelines for their type and term of appointment. Failure to submit a WPAF, or submitting an
182 | incomplete WPAF, will be reflected in the evaluation. If the WPAF is submitted according to established timelines
183 | and no evaluation takes place, performance of the temporary faculty is deemed satisfactory. In such cases,
184 | temporary faculty may request to be evaluated by the appropriate administrator.

185 | 2. The WPAF shall include the following as appropriate to the terms of the appointment:

186 | a) WPAF Checklist, completed and signed by the Lecturer

187 | b) Index of Materials

188 | c) A current curriculum vita

189 | d) A reflective statement of no more than three pages on specific successes and/or challenges of each course taught
190 | during the evaluation period

191 | e) Copies of all prior periodic evaluations and performance reviews

192 | f) A list of all courses taught each semester in the evaluation period

193 | g) A syllabus for each course taught in the evaluation period

- 194 h) A representative sample of examinations and assignment materials for each course
195 i) Student evaluations for each section of each course in which student evaluations were conducted, including all
196 University prepared numerical analyses and all student comments. When student evaluations for the current
197 semester are not available at the time the Working Personnel Action File (WPAF) is submitted, the Dean or the
198 Department Chair shall add them to the WPAF as soon as they are received
199 j) Evidence of scholarly/creative activity and/or service if appropriate to the terms of appointment;
200 k) Other materials deemed pertinent to evaluating the area of teaching, e.g. peer input, evidence of innovative
201 pedagogy, curriculum development, teaching awards, students supervised (independent study, etc.), student advising
202 or mentoring;
203 L) Mailing address to which a copy of the Lecturer's evaluation may be sent.
204 A copy of the relevant university procedure, and all college /division, and department/program Lecturer evaluation
205 criteria

206
207 2. In addition to the required WPAF elements in UPPEL referenced in Section V.B. of the University Lecturer
208 Evaluation Policy, CHABSS Lecturers are also required to include:

- 209 a) A reflective statement of no more than three pages on specific successes and/or challenges of each course
210 taught during the evaluation period
211 a)b) Evidence of scholarly/creative activity and/or service if appropriate to the terms of appointment

212

213 **IV. Forms for Evaluation of the Lecturers [hyperlink to PDF to be** 214 **incorporated]**

- 215 1) Form A: Department Chair Evaluation
216 2) Form B: Peer Input to the Evaluation
217 3) Form C: PRC Evaluation

BLP: Moving Self-Support Academic Programs to State Support

Rationale: *As CSUSM first contemplated opening new academic programs via Extended Learning as fully self-support programs, many asked how such programs might be moved "stateside" once California's budget situation improved and CSUSM could again contemplate enrollment expansion. As we stand now at the cusp of such long-awaited growth, we should examine how such moves might happen. While it is possible to bring self-support programs into the state-supported budget, the benefits and costs (including potential costs to other stateside programs) must be evaluated before any such moves are made. Such a proposal must ultimately be approved by the Chancellor's Office. This document establishes a consistent, consultative process for considering whether existing self-support programs should be moved to the "stateside" budget. We are aware of no such proposals at this time; this document is intended as a preemptive measure to allay possible concerns.*

Definition: Policy and procedure for the moving of self-support, for-credit programs to state support

Authority: The President of the University.

Scope: Self-support, for-credit programs considered for moves to ~~EL~~ the state budget

Principles: Any proposed move of a self-support program to the state-supported budget would require consideration of the following:

1. What potential costs and benefits will accrue to a self-support program moved to the state-supported budget? For example:
 - a. how would moving the program stateside affect student tuition/fees?
 - b. can we anticipate any impact on student recruitment?
 - c. what impact can we anticipate on revenues?
 - d. how would currently enrolled students be affected?
2. What potential costs and benefits will accrue to other existing state-supported programs and other units if an existing self-support program is moved to the state-supported budget?
 - a. what is the anticipated effect on FTES?
 - b. what existing (and new) program costs would be added to the Academic Affairs budget? These costs should include FTES, FTEF, Library resources, IITS, advising and other staff resources, and lab and any equipment costs.
 - c. any other potential impacts on existing stateside programs should also be taken into account, including space needs and prioritizations for space assignments.
3. Any other potential costs and benefits, including those to the community and the region, should be addressed.
4. Given the need for thoughtful planning, such programs should be incorporated into the respective unit's 3-year rolling plans in a timely fashion. If the program is not on its respective unit's 3-year plan when the proposal is submitted for review, the proposer should explain why that is the case.

Process: When the Academic Senate is asked to approve any new program, the Budget & Long-Range Planning (BLP) committee assesses likely resource impacts. Moving existing self-support offerings to the state-supported budget requires a re-assessment of resource impacts. Before any existing self-support program moves to the state-supported budget, a proposal addressing all of the points noted above shall be developed by a current CSUSM faculty member. The review of that proposal, submitted by a faculty member from within the program in question, will include the following steps:

1. review by any appropriate College-level committees;
2. review by the Dean of the appropriate College(s) as well as the Dean of Extended Learning;
3. review by BLP;
4. consideration for approval by the Academic Senate

CENTERS AND ~~INSTITUTIONS~~ INSTITUTES AT CSU SAN MARCOS

According to CSU Executive Order No. 729-751 (July 5, 2000), "Centers, institutes and similar organizations are entities affiliated with California State University campuses to offer non-credit instruction, information, or other services beyond the campus community, to public or private agencies or individuals." Such entities may exist under a number of names such as "institute," "center," "office," "research group," "council," "bureau," "field station," "consortium," "archives," or "museum." These entities (herein collectively referred to as "centers and institutes") facilitate the conduct and dissemination of research, perform educational public service, or provide special training. This document does not apply to central administrative or service units such as the Writing Center, or the Faculty Center, which serve campus-wide academic programs, time-limited externally funded activities, or CSU Initiatives and which also use the term "Institute" or "Center."

Centers and institutes report administratively to the ~~associate vice president for research (AVPR)~~ President (or the President's designee), in Academic Affairs, who is the provost's designee, as the appropriate administrator for centers and institutes. The ~~AVPR-appropriate administrator~~ will oversee, publicize, and promote their activities, and will work collaboratively with the centers and institutes to set appropriate goals for success and sustainability. The ~~appropriate administrator AVPR~~ will coordinate the periodic evaluation of centers and institutes.

The principal reason for establishing a center or institute is to bring into focus the communication, learning, research, or other efforts of faculty, students, and staff interested in an area of study or service not normally offered by a single academic department or program. A center or institute can enhance service and professional development opportunities for students, faculty, and staff; build links with government, industry, and community organizations; foster interdisciplinary work; aid in obtaining external support; and complement the instructional program.

Affiliation of centers and institutes with the University connotes performance of the activity in the name of and with the endorsement of the University. University centers and institutes promote internal and external recognition of the University's activities, and provide opportunities for students, staff, and faculty to extend the mission of the University.

In general, institutes tend to be larger and more complex organizations than centers, which in turn tend to have more focused missions than institutes. Centers may, for example, be housed administratively under institutes.

A campus entity proposed as an "institute" or a "center" should be reviewed for its applicability to this policy. -The administrative lead of such an entity should submit documentation outlining its functions to the appropriate administrator AVPR. The appropriate administrator, AVPR in consultation with the PProvost, will review the documentation and make a recommendation to the President. -The President will make the decision regarding the entity's applicability to this policy.

II. PROCEDURES FOR OFFICIAL RECOGNITION OF A CENTER OR INSTITUTE

Recognition as a center or institute defines administrative, fiscal, and legal responsibilities of both the University and the organization, thus reducing personal, financial, and legal risks for the associated faculty and for the University. The following course of events is normally expected for a center or institute to obtain official recognition.

A. Working proposal development. Normally an officially recognized center or institute is the result of a collaborative proposal from faculty. The founders of a center or institute should begin by meeting with the ~~associate vice president for research (AVPR)~~ appropriate administrator to ~~discuss and refine the following concepts:~~

1. outline the scope of the center or institute;
2. describe its relationship to the mission of the institution;
3. show how the center or institute better serves the outlined needs ~~outlined~~ than ~~the an~~ existing departmental, school, or university organization;
4. explore the proposed financial and other support obligations of the University to the center or institute.

These discussions are designed to lead to the development of a written working proposal, or prospectus, and may involve other members of the university community.

B. Formal proposal development. Once the affiliated areas of the university have given conceptual approval for the project to proceed to the proposal stage, the initiators will prepare a formal proposal. The formal proposal will consider and answer, among other questions, the following:

1. Rationale
 - a. Why is the new center or institute needed?
 - b. Why is the present organizational structure not able to accommodate these needs?
2. Mission
 - a. What activities will the center or institute promote?
 - b. How does the center's/institute's mission support the mission of the university?
3. Structure and personnel
 - a. What is the proposed organizational structure of the center or institute?

- 61 b. What will be the responsibilities of the center or institute director? Who will be the founding
62 director?
- 63 c. Who are the unit's founding members and how does their expertise relate to its purpose?
- 64 d. What are the rights, responsibilities, and benefits of membership in the center or institute?
- 65 e. Will the center or institute have an advisory board? For what purpose? How will members be
66 selected?
- 67 4. Relationship of the center or institute to other university entities
- 68 a. Which programs, administrative units, colleges or library, other centers or institutes will be
69 involved in the proposed new center or institute?
- 70 b. What effect will the center or institute have on the faculty's department(s) academically,
71 operationally, and financially?
- 72 c. What is its relationship to teaching, coursework, and the instructional program of the ~~faculty's~~
73 ~~proposer's~~ home department(s), if applicable?
- 74 5. Operating expenses, facilities, and equipment
- 75 a. What support for the center or institute will be derived from non-university sources?
- 76 b. What operating support from the University is required for this center or institute to be functional
77 on an ongoing basis?
- 78 c. What space and facilities will be needed?
- 79 d. What other equipment will be needed?
- 80 e. ~~What Describe the~~ computer and telecommunications ~~needs~~equipment will be needed?
- 81 f. ~~Describe Whatany needs for~~ library collections and/or services will be needed?
- 82 6. Financial support
- 83 a. How will the center or institute be financed for the first three years and for at least five years
84 thereafter? Specifically address the anticipated personnel, operating, space, equipment, and other
85 costs and how they will be supported.
- 86 b. What will happen if outside sources of funding are no longer available after the center or institute
87 is formed?
- 88 7. Evaluation
- 89 a. All centers and institutes will undergo periodic evaluation. What are the critical elements that will
90 go into an assessment of the center or institute's degree of success?

91 C. Proposal submission. The ~~faculty~~ initiators send the formal proposal to the ~~associate vice president for research~~
92 ~~(AVPR)~~appropriate administrator, who will make a recommendation regarding establishment of the center or
93 institute. The appropriate administrator's AVPR's recommendation will include:

- 94 • comments on the technical merits of the proposal; (i.e., responses in the formal proposal to the above
95 questions);
- 96 • a summary of comments received from consulting faculty, staff, and administrators (including ~~the~~
97 ~~University Auxiliary & Research Services Corporation (UARSC), Foundation~~);
- 98 • identification of the University's and UARSC's ~~Foundation's~~ obligations and responsibilities regarding
99 institutional support for the center or institute;
- 100 • a determination concerning the proposed unit's financial viability, including the identification of any
101 university resources essential to its operation;
- 102 • a finding that all proposed center operations are in conformity with applicable laws and regulations and
103 with the California State University and campus risk management policies.

104 Within four weeks of receipt of the formal proposal the appropriate administrator AVPR will send the proposal,
105 accompanied by her/his recommendation, to the Provost and the chair of the Academic Senate. The senate chair, in
106 turn, will consult with appropriate senate standing committees and either (a) forward the package to the provost
107 (accompanied by a senate recommendation); or (b) return the proposal (accompanied by questions, commentary,
108 and/or suggestions) to the proposers/appropriate administrator AVPR for further development, with a copy of the
109 senate's response to the Provost. The senate chair has six weeks in which to formulate and forward the senate's
110 recommendation ~~and forward it~~ to the provost. If either the appropriate administrator AVPR or the senate chair
111 has not completed her/his recommendation within the allotted time, the recommendation will be automatically sent
112 forward to the next step of review.

113 If the ~~P~~he/~~s~~herovost approves the proposal and the ~~c~~Center/~~i~~nstitute is to be established in Academic Affairs, the
114 ~~p~~he/~~s~~herovost will forward the complete package to the ~~p~~President for action, with a copy to the appropriate
115 administrator, along with a letter of intent identifying the ~~U~~niversity's obligations and responsibilities to the center
116 or institute, and a draft charter outlining the ~~c~~Center's/~~i~~nstitute's functions and operations. If the proposed
117 ~~c~~Center/~~i~~nstitute will be outside of Academic Affairs, the ~~P~~rovost will notify the appropriate administrator of
118 his/her approval and the appropriate administrator will then forward the complete package to the ~~P~~resident, as
119 described above. ~~The provost~~ ~~P~~rovost will strive to complete her/his determination within four weeks. The final
120 decision regarding establishment of a center or institute resides with the ~~P~~resident of the ~~u~~niversity.
121 Normally a ~~A~~ center or institute will be granted a written charter that governs ~~the operation of the center or~~
122 ~~institute~~s operations for up to six years, renewable upon approval of the ~~P~~resident ~~or designee~~ (see evaluation
123 procedures).

124 III. ADMINISTRATION AND ANNUAL REPORT

- 125 1. Each center or institute shall be administered by a director. The ~~P~~resident ~~or designee~~ appoints the center
126 or institute director, after consultation with the search committee and/or the advisory board, ~~(if any)~~; and
127 the ~~appropriate administrator~~ ~~associate vice president for research~~. The director will:
 - 128 a. be responsible for establishing a vision and goals which support the mission of the center and the
129 University;
 - 130 b. be responsible for financial management of the center or institute, ensuring fiscal solvency;
 - 131 c. assure that the center or institute operates in accordance with all current university policies;
 - 132 d. obtain appropriate approval for noncredit course offerings, if any;
 - 133 e. provide consultation with the advisory board (if one exists);
 - 134 f. prepare the annual report for presentation to the ~~appropriate administrator~~ ~~associate vice president~~
135 ~~for research~~;
 - 136 g. prepare the self-study for the center or institute's periodic evaluation;
 - 137 h. be reviewed in accordance with the terms set forth in the charter of the center or institute.
- 138 2. Centers and institutes may have advisory boards, as appropriate.
- 139 3. Administration of finances of the center or institute, except for that portion from the State budget, will
140 normally be handled by ~~the CSUSM~~ ~~UARSC~~ ~~UARSC~~ ~~Foundation~~
 - 141 a. When the center or institute receives indirect funds (F&A) from grants for which the center or
142 institute receives resources from a department, the director will negotiate appropriate F&A
143 reimbursement for the departmental resources-
- 144 4. The director shall prepare, sign, date, and submit an ~~signed~~ annual report ~~at the close by May 15~~ of each
145 academic year ~~to the associate vice president for research~~ ~~to the appropriate administrator~~. The report shall
146 include a summary of:
 - 147 a. ~~p~~Projects accomplished during the year, including a listing of the faculty, staff, and students
148 involved in each and their respective responsibilities ~~(including a listing of the personnel involved~~
149 ~~in each faculty, staff, students and their responsibilities)~~;
 - 150 b. ~~a~~A balance sheet showing the financial status of the center or institute, including information on
151 revenues and expenditures;
 - 152 c. ~~p~~Proposals for external funding submitted during the year;
 - 153 d. ~~n~~Names, titles, and organizational affiliations of persons serving on the advisory board;
 - 154 e. ~~m~~Major challenge or issue;
 - 155 f. ~~a~~Assessment activities; and
 - 156 g. ~~p~~Proposed goals for the following academic year;
 - 157 ~~g~~h. The appropriate administrator AVP R will meet with the director to review the annual report
- 158 5. All operations will follow all current policies of the ~~u~~niversity, including the following:
 - 159 a. ~~The California State University, San Marcos Foundation~~ ~~University Auxiliary and Research~~
160 ~~Services Corporation (UARSCUARSC)~~ shall act as depository and fiscal agent for the center or
161 institute for non-state funds and provide appropriate accounting and related services, except for the
162 following: all non-degree credit and non-credit certificate programs and all courses for continuing
163 education credit will be offered through Extended Studies Learning and funds will be deposited in
164 the "CERF" account.
 - 165 b. All awarded grants and contracts related to a center or institute must follow established campus
166 procedures, including appropriate approvals at the proposal stage. All grant and contract funds

received by a center or institute from external sources must be processed through ~~the CSUSM~~
UARSC Foundation.

6. A center or institute may offer non-credit courses (~~whether credit or non-credit~~) only upon approval by the appropriate academic unit(s).
7. Members of a center or institute do not have academic titles unless they have them by virtue of an appointment in a college/library unit.

IV. PROCEDURES FOR PERIODIC EVALUATION OF A CENTER OR INSTITUTE

~~The formal evaluation of Each each center or institute will be formally evaluated begin~~ in the fifth year from the date of its charter or charter renewal and conclude at least four months before the expiration of the center's charter.

The review committee shall be constituted as follows:

- The ~~appropriate administrator associate vice president for research~~ (who convenes the committee);
- Two faculty members with relevant expertise appointed by the Academic Senate;
- One member appointed by the dean of each college/library involved in the center or institute;
- One member appointed by ~~the UARSC Foundation~~;
- One or more community members, when appropriate, to be named by the ~~P~~resident or President's designee;
- An external reviewer from the academic community chosen in accordance with the Academic Senate policy on academic program review, when appropriate.

Current members of the center or institute may not serve on ~~this the~~ review committee.

The director shall prepare, sign, date, and submit to the AVPR appropriate administrator a self-study covering the center or institute's mission and history, resources, staff, research, scholarly and creative activities, and administration. The review committee will examine the self-study and, as well as annual reports for the period under review and; conduct interviews with the director of the center or institute. The review committee, and may also interview the advisory board, affiliated faculty, and/or other individuals associated with the center or institute. The review committee will tour the physical facilities of the center or institute.

The review committee's evaluation shall examine and report findings on the academic, financial, legal, and administrative viability of the center or institute. Particular attention shall be paid to how well the center or institute is fulfilling its charter. The review shall also examine the University's performance in terms of facilitating the ongoing operation of the center or institute.

The review committee's report of the findings, conclusions, and recommendations shall be discussed with the director. The committee's final report will be signed and dated by the committee chair and ~~then~~ submitted to the ~~P~~rovost. The recommendations will also be reported to the Academic Senate. Upon consideration of the results of the review materials, the ~~P~~rovost shall make recommendations for action to the ~~P~~resident. Recommended actions may include charter renewal (including continuation, reorganization, or changes in scope and focus), discontinuance of the center or institute, or other appropriate actions, such as reorganization. -A final decision on the recommendation is determined by the President.

Unless a center or institute's charter/~~renewal~~ is formally renewed by the ~~P~~resident following the evaluation process outlined above, the center or institute will cease to exist no later than June 30 of the sixth year following its establishment or most recent renewal. Upon termination, its resources will revert to the ~~P~~rovost for appropriate disposition. Donors' wishes shall be taken into account if donated resources are involved. Notwithstanding a specified termination date, a center or institute may be dissolved at any time through the evaluation process. In the event that a center's or institute's operation should become inimical to the interests of the University, the ~~P~~resident, after appropriate consultation, may terminate it at any time.

V. Reporting of Centers and Institutes to the Chancellor's Office

The campus will make available to the Office of the Chancellor a list of all CSUSM centers, institutes, and similar entities; that meet the definition of a reportable entity under this policy, including the name and purpose of each entity. The list is to be updated annually.

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STANDING RULES REVISION

Rationale: EC has noted the need for an explicit discussion of what happens if an item is removed from the Consent Calendar. The proposed additions to the Standing Rules fill in this gap in the existing rules.

STANDING RULES OF THE ACADEMIC SENATE

California State University San Marcos

**Adopted Fall 1990 by faculty vote
Amended Fall 1991 by Executive Committee
Amended Summer 1992 by Executive Committee
Amended Fall 1994 by Executive Committee
Amended Fall 1996 by Executive Committee
Amended Spring 1997 by Executive Committee
Amended Fall 2011 by Executive Committee
Amended Fall 2012 by Executive Committee
Amended Fall 2013 by Executive Committee**

ACADEMIC SENATE

1. Agendas and approved minutes of the Academic Senate meetings shall be made available on the Senate website.
2. The Executive Committee will present items to the Senate for a single vote of approval without discussion via the Consent Calendar. Any item can be removed for particular consideration by request of a Senator prior to vote on the list of consent items. This item then becomes a discussion item subject to the first and second reading requirements. The first reading takes place immediately after the vote on the Consent Calendars, prior to any other items on that day's Senate agenda.
3. New proposed policies, procedures, and programs developed by standing committees of the Academic Senate will be subject to the first and second reading requirement. Major proposed revisions to such policies, procedures, and programs will likewise be subject to this requirement. Minor revisions, other documents intended for Senate approval, and simple resolutions will not be subject to this requirement unless it is deemed necessary by (1) the Executive Committee or (2) the Academic Senate during the approval of the agenda.
4. A first reading item is a discussion item, not an action item. Its purpose is to allow the proposer to explain the proposal under consideration. In addition, it provides a forum for Senators to provide comments, suggestions, and questions to the proposer. Between the first and second reading, the proposal remains the property of the proposer, and senators are encouraged to send comments, suggestions, and questions to the proposer via email.
5. The first and second readings of an item occur in separate Senate meetings. The Senate may suspend this rule and move directly from a first to a second reading via a motion that receives a favorable vote of two-thirds.
6. A second reading item is an action item. Action items are usually scheduled before discussion items in the agenda.
7. All action items will be accompanied by a motion. Second readings will be accompanied by a motion to approve the proposed policy, procedure, or program, or to endorse the document in question. A proposed revision to a policy, procedure, or program will be accompanied by a motion to replace the existing policy, procedure, or program. In the case of documents drafted by Senate committees, the Senate may amend the document during the second reading only via a subsidiary motion; the main motion then applies to the document as amended.

- 60 8. If an action item comes recommended by a standing committee, the associated motion does not need to be
61 moved and seconded in the Senate. In this case the chair will announce the recommendation, and the chair of
62 the recommending committee or designee will initiate debate by speaking in favor of a motion. If an action
63 item does not come recommended by a standing committee the associated motion must be moved and
64 seconded before debate may commence. The mover will start debate by speaking in favor of the motion.
65
- 66 9. Whenever a vote is taken during an Academic Senate meeting, eligible voters present will choose between
67 voting 'Yes,' 'No,' 'Abstain,' and not voting at all. Voting may be done by voice, show of hands, an electronic
68 method (such as clickers), or a secret ballot (with paper ballots or electronic ballots). To determine the vote's
69 outcome, the YES votes will be compared to the NO votes; the one with most votes wins.
70
- 71 10. When voting is done by voice or by an uncounted show of hands, the result shall be recorded as "The motion
72 (the vote) passed" or "The motion (the vote) did not pass."
73
- 74 11. When the number of votes is tallied (counting the show of hands, ballots, or electronic votes), then the results
75 shall be recorded showing the total number of YES votes, the total number of NO votes, and the total number
76 of ABSTENTION votes. In this case, the number of abstention votes is recorded for informational purposes
77 only. Only YES votes and NO votes determine the outcome of the voting.
78

79 **EXECUTIVE COMMITTEE**

- 80
- 81
- 82 12. The Executive Committee will meet on Wednesdays at 12:00 p.m.
83
- 84 13. Agendas and approved minutes of the Executive Committee meetings shall be made available on the Senate
85 website.
86

1 **Report from the University Curriculum Committee (UCC), M.S. in Speech Language Pathology**

2
3 In Oct. 2013, UCC received a P-form to create a new Master’s of Science degree in Speech Language
4 Pathology (SLP) along with an associated C-form to create one new course. UCC’s review process was
5 focused on the academic soundness and quality of both the proposed course and the degree as a whole.
6 Following extensive review and consultation with the proposing faculty (Suzanne Moineau, Associate
7 Professor, Speech Language Pathology) during Mar. 2014, UCC voted to recommend the P-form and the
8 associated C-form for Senate approval.
9

10 In Fall 2010 a program option in Communicative Sciences and Disorders (CSD) was created in the
11 Master’s of Arts in Education. The current P form would create a stand-alone Master’s of Science in SLP
12 which would replace the CSD Option in the M.A. in Education. This change is based upon: 1. An
13 expanded program focus to include SLP practice in non-educational settings (e.g. medical and
14 corporate), 2. Increasing content specialization of courses previously shared with the M.A. in Education,
15 and 3. The fact that an M.S. in SLP is the standard in the field, so graduates with an M.A. in Education
16 may have limited options in clinical placement and employment. Because most associated course-level
17 changes have been made via C-2 forms submitted over the past three years, there will be no major
18 changes in the content or delivery of the proposed M.S. in SLP compared to the existing Option in CSD.
19 Both the CSD Option and the new M.S. in SLP are offered via Extended Learning, using a cohort model.
20

21 The 76-unit M.S. program will provide the academic and clinical training components necessary for
22 graduates to apply for a position as a Clinical Fellow and to meet the requirements for a temporary state
23 license and a preliminary speech-language pathology credential. There are 52 units of core course
24 content, four units of professional seminar, and 20 units of clinical practicum during which students
25 must acquire 400 hours of direct contact across at least three different settings. Upon completion of the
26 academic coursework and coinciding with the final semester of the program, students must complete a
27 culminating experience to graduate. They may either complete a thesis, a project or a comprehensive
28 written examination with an oral defense.
29
30

1 **Report from BLP, M.S. in Speech Language Pathology (CEHHS)**

2 The Budget and Long Range Planning Committee (BLP) has reviewed the proposed M.S. in Speech
3 Language Pathology, giving attention to enrollment prospects and resource implications of the proposed
4 program. We thank proposer Sue Moineau for her assistance, not to mention her patience, as we
5 reviewed the program's resource implications.

6
7 This is an unusual proposal, in that CEHHS already offers this program under a different name (M.A. in
8 Education, Option in Communicative Sciences & Disorders, which has been in place since 2010). This
9 proposal will move the program from the M.A. in Education to a stand-alone M.S. degree, to be offered
10 by the recently established Speech-Language Pathology Department in CEHHS's School of Health &
11 Human Services. The curriculum has been revised already to shift the methodological focus away from
12 public education and toward a health-sciences focus. The only change pending at this time is to replace
13 the existing EDUC 698 with SLP 698. This now-redesigned program (technically, an "Elevation" from the
14 existing M.A. Option designation) was added to CSUSM's University Academic Master Plan (UAMP) in
15 September, 2013. The P-form anticipates that the "elevated program" will be in place effective Spring,
16 2015.¹¹ It will remain a self-support program offered through Extended Learning. The program is
17 subject to external accreditation and is already a Candidate for Accreditation from the Council on
18 Academic Accreditation in Audiology and Speech Language Pathology (CAA) of the American Speech-
19 Language and Hearing Association.

20
21 **Program Demand:** Each cohort of students (approximately 33 students/year) will progress sequentially
22 through the 76-unit program, which includes a significant clinical component. EL's draft budget
23 establishes tuition at \$705/unit for students entering the program in AY 14/15. Thus, students
24 beginning the program next year can anticipate a total tuition cost of \$53,580 for the 76-unit degree,
25 plus standard EL student fees (laid out at <http://www.csusm.edu/el/aboutus/fees.html>), including
26 CSUSM's Academic Excellence & Student Success Fee.¹²

27
28 Currently, 11 other CSU's all offer this degree, as do a few private institutions in Southern California. As
29 noted in the P-form, the existing programs typically receive at least 4 times more applications than they
30 can accommodate. Last year, CSUSM's M.A. Option program received 250 applications (for 25 seats).
31 The P-form cites national data indicating strong career prospects for Speech Language Pathology
32 professionals. Clients for such professionals include children as well as the elderly. Graduates from the
33 existing M.A. option have found ready employment, and the newly titled SLP degree will carry greater
34 weight outside the public education sector.

35
36 **Resource Implications:**

37 *Faculty:* The Department of Speech-Language Pathology currently includes 2 tenure-track faculty
38 members, and the Department is now conducting a search for a third TT faculty member to support this
39 program as well as the proposed B.S. program.¹³ Additionally, several TT faculty members from the
40 School of Education will continue to contribute relevant classes in their own fields of expertise, for
41 which EL will reimburse the School of Education. The Speech-Language Pathology Department will
42 continue to utilize lecturer instruction in the master's-level program, both for some coursework and for
43 clinical supervision. Speech-Language Pathology's existing master's level program employs three full-

¹¹ It is hoped that the program elevation will be approved before the beginning of the Spring 2015 semester, which
allow students graduating from the revised program in 2015 to graduate with the M.S. degree (per
correspondence with Dr. Moineau).

¹² Current stateside CSUSM tuition and fees are available at <http://www.csusm.edu/admissions/financing/>; the
Academic Excellence & Student Success Fee for both stateside and EL students will be \$150/semester for AY
2014/15, per E.O. 1086.

¹³ Correspondence with Dr. Moineau indicates that the Department anticipates hiring for a fourth tenure-track
position in AY 2014/15; however, they have been approved for the fourth hire this year if an appropriate candidate
presents him/herself during the current search.

44 time and one part-time lecturer. Lecturers in EL are paid according to the same pay scale as stateside
45 lecturer employees, and those teaching at least 6 units at CSUSM (even through a combination of EL and
46 statewide programs) earn full benefits. While courses taught through EL do not count toward lecturer
47 "entitlements" to future work in these classes, SLP's lecturers are hired by CEHHS and reimbursed by EL,
48 so these lecturers do earn entitlements for their work. Finally, assigned time (3 units of assigned time
49 each semester, plus 3 units each summer) is also built into Extended Learning's budget for the
50 Department Chair's duties; CEHHS utilizes a formula based on each Department's summer needs to
51 determine the Chair's summer salary.

52
53 *Staff:* All staff advising and staff assistance for this program are funded by EL. The current master's
54 program is supported by 1 full-time staff member, who will also support the B.S. program. Staff advising
55 (including transcript reviews) will continue to be handed by EL staff; EL also provides additional staff for
56 the Department on an as-needed basis. Faculty advising duties are currently divided among all full-time
57 faculty members (both tenure-track and lecturers, as required under applicable accreditation
58 standards), and additional advising is provided by the Clinic Directors (who are also lecturers).

59
60 *Space:* All of the program's classes are currently taught in FCB, and no additional classroom space is
61 anticipated. CEHHS' Associate Dean has assured BLP that the College has adequate office space at its
62 disposal to accommodate incoming TT and lecturer faculty members. No campus lab or clinic space is
63 required; the M.S. program currently rents space at the University Village Apartments (UVA) and other
64 off-site locations for its clinics. All rental costs are built into EL's draft budget (available on BLP's Moodle
65 page).

66
67 *Library:* The Library's report anticipates \$3000/year in new subscription costs to support both the
68 proposed B.S. and the existing master's degree. The Library will conduct an assessment after Year 1 to
69 determine what, if any, additional Library subscription and monograph needs require funding from EL.
70 The Library report also indicates that two tenure-line Library faculty members have the requisite subject
71 expertise to support the B.S. and stand-alone M.S. degrees in the near term; however, the report makes
72 clear that this must be a temporary arrangement. It is imperative that adequate Library resources,
73 including faculty and staff resources, be accounted for as self-support programs increase demand for
74 Library services. The Library will need to maintain and analyze records to document additional demands
75 and reimbursement needs, tasks which themselves place additional burdens on Library faculty, staff,
76 and administration.

77
78 *IITS:* The current master's-level program makes heavy use of the "flipped classroom" model, and all of
79 the current instructors are familiar with CamtasiaRelay; additionally, the program utilizes box.com for
80 housing client records, to which students have only supervised and limited access while enrolled in the
81 program (per correspondence with IITS and proposer Sue Moineau). While elevating this current M.A.
82 option to a stand-alone M.S. should not in itself place additional demand on IITS for services, Academic
83 Affairs must remain vigilant in tracking the development of new programs to ensure that IITS has the
84 funding necessary to support both a growing online presence and existing and future stateside
85 programs.

86
87 *Accreditation-Related Costs:* SLP's master's-level program carries substantial accreditation-related costs,
88 including an annual accreditation and licensure fees. "Professional development" funds in this budget
89 include required attendance at various accreditation-related meetings and continuing education units
90 requirements for all full-time faculty, both tenure-track and lecturers). Funding is also set aside to pay
91 faculty to handle specific accreditation duties that handled over the summer. All such costs are included
92 in the draft EL budget. As noted above, the program is currently a Candidate for Accreditation from the
93 Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) of the American
94 Speech-Language and Hearing Association.

1 For the complete curriculum associated with this proposal, visit the Curriculum Review website
2 (under COEHHS starting at # 55):
3 [http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2013-
4 14_curriculum.html](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2013-14_curriculum.html)
5
6

7 **Proposed Catalog Description for the M.S. in Speech Language Pathology:**

8
9 This Master's level program will prepare candidates for the professional practice of Speech-Language
10 Pathology. The coursework and practicum experiences that comprise this degree enable candidates to
11 simultaneously obtain the Master of Science in Speech-Language Pathology degree, fulfill the academic
12 requirements for the American-Speech Language Hearing Association's (ASHA) membership and
13 certification (CCC), meet the California Commission on Teacher Credentialing (CCTC) requirements for
14 obtaining the Speech Language Pathology Services Credential and apply for state licensure through the
15 California Speech-Language Pathology & Audiology & Hearing Aid Dispenser's Board (SLPAB). To be
16 admitted to this Master's program, a candidate must show evidence of successful completion of
17 prerequisite courses in Speech and Language Sciences or Communicative Disorders. After earning this
18 Master of Science degree, in order to earn their state license, speech-language pathology credential and
19 national certification, candidates must (a) pass the National Exam (PRAXIS), and (b) complete the clinical
20 fellowship year (CFY).

21 **The Master's program in speech language pathology at California State University San Marcos is a**
22 **Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech**
23 **Language Pathology (CAA) of the American Speech-Language and Hearing Association. In-**
24 **Candidacy is a pre-accreditation status with the CAA, awarded to developing or emerging**
25 **programs for a maximum period of five years. This program is approved by the CCTC.**
26

27 For further details on state licensure, ASHA membership & certification and CCTC credentialing, please
28 refer to their webpages: <http://www.slpab.ca.gov/applicants/licensing.shtml>

29 <http://www.asha.org/certification/SLPCertification.htm>

30 <http://www.ctc.ca.gov/credentials/CREDS/speech-lang-path.html>

31 Admission Requirements:

- 32 • Preparation for ASHA certification, which includes one Biological Science (human or animal), one
33 Physical Science (Physics or Chemistry), one Social Science (Psychology, Sociology,
34 Anthropology or Public Health), and a Statistics course. These courses must be outside of the
35 domain of communicative Sciences and Disorders.
- 36 • Bachelor's Degree, including undergraduate preparatory coursework in basic science[^]
- 37 • A minimum undergraduate grade point average of 3.0
- 38 • All applicants, regardless of citizenship, who do not possess a bachelor's degree from a post-
39 secondary institution where English is the principal language must satisfy the English language
40 proficiency requirement (see more details below)
- 41 • Two letters of recommendation
- 42 • Proof of Certificate of Clearance
- 43 • Personal Essay

44 Candidates who meet the requirements will be invited for an interview with a panel of admissions
45 advisors.
46

47 [^]Required Preparatory Undergraduate coursework:

48 BIOL 320	SLP 364/EDUC 364/ID 340
49 SLP 150	SLP 391
50 SLP 201	SLP 471
51 SLP 260	SLP 473
52 SLP 351	EDUC 380/PSYC 330

55 **H. International Student Admissions Requirements**

56 For all Extended Learning degree programs, international students include those who hold U.S. visas as
57 students, exchange visitors, or in other nonimmigrant classifications. Students must submit academic
58 records from international institutions. The original international transcript must be on file and if they are
59 not written in English, they must be accompanied by certified English translations. In addition, all
60 international transcripts must be evaluated by one of the eight approved CSUSM international transcript
61 evaluation agencies. Please visit this [link](#) to obtain the list of the eight approved CSUSM international
62 transcript evaluation agencies.

63 **I. Test of English as a Foreign Language (TOEFL) :** Please refer to the following link:
64 <http://www.csusm.edu/global/gradadmiss/gradmreq.html>
65

66 Upon acceptance students must complete or provide evidence of the following in order to begin their
67 clinical practicum:

- 68 1. Health Information Privacy & Portability Act (HIPPA) training
- 69 2. Background screening
- 70 3. Immunizations & TB
- 71 4. CPR Training
- 72 5. Malpractice & Health Insurance
- 73 6. Health Physical
- 74 7. Clinical Waiver

75
76 Program Student Learning Outcomes

77 Upon completion of this degree, students will be able to:

- 78 1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
- 79 2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and
80 intervention practices.
- 81 3. Interact and communicate in ways that reflect respect for diversity, collaboration and ethics.
- 82 4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of
83 speech-language pathology through defense of a culminating experience.

84
85 Core Faculty:

86 Devina Acharya, M.A., CCC/SLP

87 Erika Daniels, Ed.D.

88 Lori Heisler, Ph.D., CCC/SLP

89 Deanna Hughes, Ph.D., CCC/SLP

90 Kristen Nahrstedt, M.A., CCC/SLP

91 Suzanne Moineau, Ph.D., CCC/SLP

92 Alice Quiocho, Ed.D.

93 Jodi Robledo, Ph.D.

94 Alison Scheer-Cohen, Ph.D., CCC/SLP

95
96 ***Degree Requirements and Courses***

Units

97 Foundation courses:

98 SLP 602: Bilingual and Bicultural Practice Issues in Speech Language Pathologist

3

100 SLP 631: Law and Ethics for the Speech Language Practitioner

3

101 SLP 632: Augmentative and Alternative Communication

2

103	SLP 622: Research and Evidence-Based Practice in Speech Language Pathology		
104		3	
105	SLP 698: Culminating Experience & Summative Assessment in Speech Language Pathology		
106		3	
107	<i>Total Units</i>		14
108			
109	Practicum/Professional courses:		
110	SLP 641: Supervised Clinical Experience		2
111	SLP 642: Supervised Clinical Experience II		8
112	SLP 645: Supervised Clinical Experience: Clinical Internship	10	
113	SLP 651: Professional Seminar I		2
114	SLP 652: Professional Seminar II		1
115	SLP 653: Professional Seminar III		1
116	SLP 654: Grand Rounds in Speech Language Pathology	4	
117	<i>Total Units</i>		28
118			
119	Core content courses:		
120	SLP 661: Disorders of Articulation and Phonology	3	
121	SLP 662: Fluency Disorders		2
122	SLP 663: Voice Disorders		2
123	SLP 664: Motor Speech Disorders		3
124	SLP 665: Speech Language Pathology services for Cleft Palate and Craniofacial Anomalies		
125		1	
126	SLP 671: Language Disorders in Infants and Preschool Children	3	
127	SLP 672: Language Disorders in School-aged Children and Adolescents	3	
128	SLP 673: Language and Cognitive Disorders in Adults		4
129	Or SLP 673a: Language Disorders in Adults (2)		
130	And SLP 673b: Cognitive-Linguistic Disorders in Adults (2)		
131	SLP 681: Aural Rehabilitation		2
132	SLP 691: Neuroscience for the Speech Language Pathology		
133		3	
134	SLP 692: Dysphagia		3
135	SLP 693: Seminar in Counseling in Speech Language Pathology		
136		3	
137	SLP 694: Seminar in Autism Spectrum Disorders		2
138	<i>Total Units</i>		34
139	Program Total		76
140	*SLP 695		1-3

***This is Special Topics option by which the program can offer unique curriculum not covered in the current program.**

J. Clinical Hours

K. All students must complete a minimum of 400 direct clock hours, including 25 observation and 375 direct service hours in a minimum of three different settings. All hours will be obtained under the supervision of a Certified and Licensed Speech-Language Pathologist.

L. Advancement to Candidacy

The student will advance to candidacy upon successful completion of all academic coursework. All MS students must complete SLP 698 – Culminating Experience and Summative Assessment in Speech Language Pathology (3 units) as part of the culminating experience for Master's study. The culminating experience may be a thesis, project, or a comprehensive examination. In addition, students must take the PRAXIS examination prior to graduation and must report their scores to the program.

M. Continuation

Graduate students must maintain an overall GPA of 3.0. Any student whose overall GPA falls below 3.0 will be put on Academic Probation and will be issued a Statement of Concern with a Plan of Action. If the overall GPA falls below 3.0 for two consecutive semesters the student will be dropped from the program.

159 A full-time student should be enrolled in the predetermined course schedule and credit hours each
160 semester for the program.

161
162 **Culminating Experience**
163

164 This is completed in the final semester as part of SLP 698. Students complete their culminating
165 experience which may take the form of a thesis, project or written comprehensive examination. Students
166 must complete an oral defense of their work. Students must continuously enroll in this course until
167 completion of the culminating experience.
168

169
170 **4. Curriculum**

171 a.1. Program Students Learning Outcomes (PSLOs) [Goals for the Program] are to develop graduates
172 who possess:

173 Upon completion of this degree, students will be able to:

- 174 1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
175 2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and
176 intervention practices.
177 3. Interact and communicate in ways that reflect respect for diversity, collaboration and ethics.
178 4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of
179 speech-language pathology through defense of a culminating experience.
180

181
182 b. Plans for Assessing Goals and PSLO's
183

184 Students will be assessed in each course as indicated in the PSLO table via signature assignments,
185 grades and overall GPA. In addition, students complete portfolios that include some of these signature
186 assignments from academic and clinical coursework, disposition evaluations, an EBP writing assignment
187 and their culminating experience project. The PSLO's are evaluated by graduation rates, PRAXIS pass
188 rates, surveys of grads and employers, feedback from supervisors, advisory board feedback, course
189 evaluations and employment rates.
190

191 c. 76 units are required for the major.

192
193 d. N/A – Not a baccalaureate degree

194
195 e. N/A – no options, concentrations or special emphasis

196
197 f.

198 ***Degree Requirements and Courses***

199 ***Required Master's-Level Courses:***

200 **We are requesting a blanket change to all courses to change the prefix from ED SL to SLP. All**
201 **course descriptions and other features will remain the same.**

202 **The only course that will have a C-form is SLP 698 as it has changed from EDUC 698.**

203

<i>Degree Requirements and Courses</i>	<i>Units</i>
204 Foundation courses:	
205 SLP 602: Bilingual and Bicultural Practice Issues in Speech Language Pathologist	
206	3
207 SLP 631: Law and Ethics for the Speech Language Practitioner	
208	3
209 SLP 632: Augmentative and Alternative Communication	2
210 SLP 622: Research and Evidence-Based Practice in Speech Language Pathology	
211	3
212 SLP 698: Culminating Experience and Summative Assessment in Speech Language Pathology	
213	3
214	

215	<i>Total Units</i>		14
216			
217	Practicum/Professional courses:		
218	SLP 641: Supervised Clinical Experience		2
219	SLP 642: Supervised Clinical Experience II		8
220	SLP 645: Supervised Clinical Experience: Clinical Internship	10	
221	SLP 651: Professional Seminar I		2
222	SLP 652: Professional Seminar II		1
223	SLP 653: Professional Seminar III		1
224	SLP 654: Grand Rounds in Speech Language Pathology	4	
225	<i>Total Units</i>		28
226			
227	Core content courses:		
228	SLP 661: Disorders of Articulation and Phonology	3	
229	SLP 662: Fluency Disorders		2
230	SLP 663: Voice Disorders		2
231	SLP 664: Motor Speech Disorders		3
232	SLP 665: Speech Language Pathology services for Cleft Palate and Craniofacial Anomalies		
233		1	
234	SLP 671: Language Disorders in Infants and Preschool Children	3	
235	SLP 672: Language Disorders in School-aged Children and Adolescents	3	
236	SLP 673: Language and Cognitive Disorders in Adults		4
237	Or SLP 673a: Language Disorders in Adults (2)		
238	And SLP 673b: Cognitive-Linguistic Disorders in Adults (2)		
239	SLP 681: Aural Rehabilitation		2
240	SLP 691: Neuroscience for the Speech Language Pathology		
241		3	
242	SLP 692: Dysphagia		3
243	SLP 693: Seminar in Counseling in Speech Language Pathology		
244		3	
245	SLP 694: Seminar in Autism Spectrum Disorders		2
246	<i>Total Units</i>		34
247	Program Total		76
248	*SLP 695		1-3
249			
250	*This is Special Topics option by which the program can offer unique curriculum not covered in the current program.		
251			
252			
253	g. No electives		
254			
255	h. No new courses will be needed – our curriculum is approved through an external accreditation process that governs the content		
256			
257			
258	i. Our program is designed in a step-wise fashion such that all students go through the same content at the same time and all courses are offered in the same order.		
259			
260			
261	j. Our program has been a fully operational program as an Option in the MA in Education. Our program complies with the requirements for culminating experience as specified in Section 40510 of Title 5 of the CA Code of Regulations.		
262			
263			
264			
265	k. Admission criteria is laid out above in item # 3.b. under the catalog description.		
266			
267	l. Student continuation requirements are specified above in item # 3.b. under the catalog description.		
268			
269	m. N/A – undergraduate programs only		
270			
271	n. N/A – undergraduate program transfer students		
272			
273	o. N/A – we run a cohort model that requires all students to take the same course and program sequence		

274
275 p. Our program is currently in pre-accreditation status (a.k.a. In-Candidacy). We have gone through three
276 annual reviews with very limited feedback regarding changes from the national organization and no
277 feedback for changes from the credentialing agency. We are prepared to submit our Initial Accreditation
278 Application in August 2014 and do not anticipate any obstacles in achieving this distinction. Our national
279 organization has a 5-year step-wise program to ensure programs are successful and have time to
280 remediate if needed. We have every understanding that we are on target to meet the accreditation
281 requirements and achieve Initial Accreditation. Our annual report from 2013 was accepted without
282 revision.

283
284 **5. Need for the Proposed Degree Program**

285
286 a. There are 11 other CSUs that offer the Master's in our field: Chico, East Bay, Fresno, Fullerton, Long
287 Beach, Los Angeles, Northridge, Sacramento, San Diego, San Francisco, San Jose. As well, there are 3
288 private universities: Chapman, Loma Linda, Redlands.

289
290 b. All programs must meet accreditation and standards requirements. Our program has a few unique
291 features in offering counseling, Evidence-Based Practice (EBP), grand rounds, and law. As well, we have
292 a fully community based clinic that offers students a more ecologically valid environment to obtain their
293 clinical experiences.

294
295 c. There is no other curriculum on campus that offers related programs or content.

296
297 d. Our program seeks frequent guidance from supervisors, employers and advisory board members
298 regarding aspects of the program. We obtained this information prior to starting four years ago and
299 continue to seek feedback as necessary. Limited changes can be made as our program complies with
300 accreditation standards of multiple bodies.

301
302 e. This program is also in alignment with CSUSM's Vision that states "students will select from a growing
303 array of specialized programs responsive to state and regional needs." Speech-Language Pathology is
304 ranked among the Top 100 Best Jobs for 2013 (#28) according to US News and World Report. As noted
305 above, CSUSM graduated its first two cohorts of master's students in May 2012 and May 2013 and all
306 had jobs within 30 days. The US Department of Education, in its 24th Annual Report to Congress noted
307 that 55% of preschool children receiving services under IDEA (Individuals with Disabilities Education Act)
308 have speech and/or language impairments. Moreover, almost 50% of school-based speech-language
309 pathologists will be eligible for retirement by 2020. On the other end of the spectrum are practitioners
310 who work with the aging population. Of recorded hospital stays, 34% are made up of these aging adults.
311 Moreover, 90% of nursing home residents are aging adults. This is a growing service population for
312 speech-language pathologists that adds to the increase in demand for our practitioners. The increased
313 incident of strokes, and specifically in bilingual populations, adds a greater need for speech-language
314 pathologists skilled in language assessment/intervention and swallowing disorders. With these statistics
315 in mind, there is an upcoming severe shortage in trained professionals to service individuals with
316 communication needs. The vacancy rates are highest in lower income, inner city and multi-cultural areas,
317 consistent with the demographics of northern San Diego County.

318
319 f. N/A

320
321 **6. Student Demand:**

322 a. As noted above, this program has been running as an option in the MA in Education since Fall 2010. In
323 our first year of operation, we had just shy of 100 applications. In our second year, we had just over 100
324 applications. From 2012 - 2014 we had over 250 applications in each year. There is a significant demand
325 for this program. We began operations with 25 students and have expanded to accept 34 in each cohort,
326 due to the growing demand. Reports from sister CSU's at the state-wide Academic Program Council
327 annual meetings indicate that all programs have over 100 applicants, most for less than 25 seats;
328 however, most programs have anywhere from 200-400 applicants annually, with San Diego State (our
329 nearest sister school) having over 400 applicants this current year.

330
331
332 b. All eligible students will undergo the same review process to ensure equal access. Financial aid is
333 available to support students.

334

- 335 c. N/A – as we do not have Bachelor's level data to report.
336
337 d. Students graduating from this program will be eligible to work as a speech-language pathology fellow in
338 any setting. Individuals MUST have this degree to work as a speech-language pathologist.
339
340 e. We anticipate taking cohorts of between 28-34 each AY for the next 5 years. We expect greater than
341 90% of our students to graduate as is consistent with the first 3 years of our operation.
342

343 **7. Resources:**

- 344 a. An appendix with the faculty, including rank, degree, appointment status, professional experience and
345 publications is attached to this document. All of these individuals currently work for the existing program.
346
347 b. We currently operate all of our clinics off-site with the exception of one, and utilize campus space for
348 academic and clinical courses. Our on-site clinic is an adult outpatient clinic that operates out of the
349 University Village Apartments but will move to an office space on Furniture Row in San Marcos in July
350 2014. This rental is budgeted in our current operations and fully operational. We have consistently run our
351 classes out of the Foundation Classroom Building and faculty offices are located in University Hall. We
352 do not currently anticipate a need for additional space.
353
354 c. Library Report – the library will procure ComDis Dome which has been expensed in the BS budget.
355
356
357 d. The only technology and equipment needed for this program would be smart classrooms that are
358 already available on campus and are being utilized currently.
359

360 **8. Additional Resources**

- 361 a. There will be no additional hires associated with this change as it is a fully operational program. We
362 are in the process of a TT faculty search this year. It has just been approved by the Provost to move
363 forward and with this additional faculty member, we believe we will have sufficient faculty resources to
364 continue administering our program with the quality we have achieved thus far. We do not anticipate
365 additional faculty resource needs. As well, we have an administrative support staff person who has been
366 designated for our program.
367
368 b. Additional lecturers and lab space is not required as we are fully operational.
369
370 c. Library Report – the library will procure ComDis Dome which has been expensed in the BS budget.
371
372 d. We have a full compliment of assessment and intervention materials and no additional resources are
373 required. We do have an annual budget of \$12,000 for continuing resource needs.
374

375 **9. Additional Program Requirements**

- 376
377 N/A: This is not an undergraduate degree program.
378
379 All of our courses are required. We do not have any electives. They are listed in the order they are offered
380 above, including semester and AY. There are no additional course fees for specific classes.
381
382

**Dual Listing
Definition**

This policy governs the mechanism for offering undergraduate and graduate courses as dual-listed courses.

Authority

The president of the university

Scope

This policy applies to all CSUSM undergraduate courses..

383
384
385
386
387
388
389
390
391
392
393
394
395
396

Karen S. Haynes, President

Approval Date

For P&P's proposed by Academic Senate, also include the following signature line:

Graham E. Oberem
Provost and Vice President for Academic Affairs

Approval Date

397 **Dual Listing of Lower-Division and Upper-Division Courses**

398 **Preamble**

399 California State University San Marcos allows departments to offer lower-division (100- or
400 200-level) undergraduate courses with upper-division (300- or 400-level) courses having
401 similar course content in a dual-listed arrangement with a single instructor and a common
402 meeting schedule. The dual-listing of lower-division courses with appropriate upper-division
403 courses is a means of facilitating course offerings in circumstances where limited resources
404 would prohibit the offering of courses in the same subject area at both levels concurrently.
405 Such dual-listing could be quite appropriate in studio or activity-based courses. Dual-listing
406 of courses may be necessary in order to provide sufficient offerings within some subject
407 areas. This policy addresses the need to ensure the quality and rigor of dual-listed courses.

408

409 **I. CRITERIA**

410 In order to ensure the integrity of the degree programs and the individual courses that may
411 be used to meet graduation requirements, approval to offer courses in a dual-listed
412 arrangement is subject to the following conditions.

413 A. The lower-division and upper-division courses must cover similar course content. The
414 titles and descriptions of the two courses must reflect the similarity of the subject matter.
415 The courses must meet in the same classroom at the same time and have the same
416 instructor.

417 B. Dual-listed course pairings normally consist of one 200-level and one 300-level course.
418 Exceptions to 200- and 300-level pairing should be rare and occur only under extreme
419 circumstances. A strong rationale must accompany proposals, and only the following pairing
420 exceptions will be considered:

421 1. 100- and 300-level

422 2. 200- and 400-level

423 C. 100-level courses may not be paired with 400-level courses.

424 D. A lower-division course may not be dual-listed with an upper-division course that is dual-
425 listed with a graduate course.

426 E. Dual-listed offerings must be arranged through the use of regular courses which are
427 published in the General Catalog or Catalog Addendum, and the course descriptions must
428 indicate that the courses can be dual-listed. The course descriptions must also include a
429 statement regarding whether students who have received credit for the lower-division
430 course can subsequently receive credit for the upper-division course.

431 F. Students who have completed the upper-division course for credit may not take the
432 lower-division for credit.

433 G. Any course that is cross-listed with a dual-listed course is considered to be dual-listed
434 and is governed by this policy.

435 H. Independent study, research and internship courses for which independent student work
436 is the primary mode of instruction may not be used as part of a dual-listed arrangement.

437 I. If the total enrollment of the dual-listed courses meets minimal enrollment expectations
438 for at least one of the courses of the pair, the dual-listed courses shall be considered to
439 have met minimal enrollment.

440 J. The *Class Schedule* should make clear, by means of class notes, that dual-listed courses
441 meet with the same instructor at the same time and location, but that the two courses have
442 different requirements reflecting the different course levels.

443 K. Course proposals must be submitted and approved separately for each of the courses in
444 the proposed pairs through the campus curricular review process. The course proposals
445 must address the following:

446 1. Both course proposal forms must specify that the courses are dual-listed;

447 2. Justification for the dual-listing must be attached to each of the proposals;

448 3. Specification of the requirements for the upper-division course must clearly
449 delineate greater expectations and additional requirements for the upper-division
450 students, appropriate to the field of study. At the time of the review of the dual-
451 listing, syllabi for both courses complete with course descriptions, course readings
452 and activities, and Student Learning Outcomes (SLOs) will be submitted to all
453 curriculum committees as support for the dual-listing.

454 a. Examples of greater expectations may include that upper-division students
455 conduct more of their work independently and/or demonstrate a higher level
456 of skill.

457 b. Examples of additional assignments might include significant research
458 papers, oral presentations of research on course assignments, and/or the
459 demonstration of more sophisticated laboratory or studio skills than those
460 required of students in the lower-division course.

461 4. The proposal must specify whether students who have completed the lower-
462 division course for credit are allowed to take the upper-division course for credit. If
463 so, the proposal must explain how it is appropriate for students to be able to receive
464 credit for both courses.

465 5. Proposals for dual-listing of courses can be submitted at the same time as the
466 proposals for review of the courses as new courses. Approval of the courses is not
467 contingent upon approval of the dual-listing; however, dual-listing is contingent upon
468 the approval of the courses. Proposals for dual-listing of courses can be submitted
469 for already-existing courses if accompanied by a complete syllabus for both courses.

470 6. The Associate Vice President for Academic Programs can approve a temporary
471 dual-listing of two courses while a dual-listing proposal is under review in the
472 curriculum approval process. In this situation, the description of the courses is not
473 changed in the General Catalog but the dual-listing is to be noted in the class notes.
474 So item E of this policy (on the General Catalog) does not apply in such a temporary
475 situation, but item J (on the Class Schedule) does.

476

477 **II. PROGRAM REVIEW**

478 All proposals for the dual-listing of courses, as well as any exceptions to the provisions of
479 this policy, shall be reviewed through the campus curricular review process. As with all
480 courses, the curricular review process will ensure that the above-stated conditions are
481 satisfied and that the use of dual-listed courses preserves or enhances the quality of
482 undergraduate programs of the University.

483 In light of the special status of dual-listed courses, it is expected that the review of these
484 courses will be especially thorough.

1 **Resolution on**
2 **Equity Pay Increases for 2013-14**
3

4 **Whereas** due to state budget cuts, the CSUSM Faculty did not receive the 11% in GSIs and up to
5 two SSIs bargained for the third and fourth years of the 2007-2010 Contract;
6

7 **Whereas** adjusting for a net inflation of 8.1% between 2008 and 2013 CSUSM Faculty have
8 suffered the following negative changes in pay: Full, -8.1%; Associate, -7.3%; Assistant, -6.7%;
9 Lecturers, -12.7%¹⁴;
10

11 **Whereas** the only salary increase that has occurred under the present Contract has been a \$960
12 increase in base salary for 2012-13 as a result of the budget augmentation afforded by the
13 passage of Proposition 30;
14

15 **Whereas** in the absence of SSIs, for the last six years Lecturers have been prevented from
16 advancing towards eligibility for range elevation;
17

18 **Whereas** under the previous Contract, unlike Associate and Full Professors and equivalent rank
19 Counselors, Coaches, and Librarians, Lecturers were not eligible for equity increases;
20

21 **Whereas** the AY 2009-10 furloughs resulted in an unnecessary 9.23% reduction in Faculty
22 annual salary¹⁵ and contributed to increasing CSUSM reserves substantially to \$26.8 million as
23 of the end of 2013, according to the 2014 CSUSM financial analysis by Dr. Howard Bunsis¹⁶;
24

25 **Whereas** the CSUSM budget will be increased in 2014-15 to support enrollment growth of 650
26 FTES, and the campus currently supports enrollments exceeding the new target, ongoing funds
27 can be made available to support equity salary adjustment¹⁷;
28

29 **Whereas** for AY 2012-13 or 2013-14 the present Contract provides for a discretionary equity
30 program whereby the President—at her own discretion and independently of other campus
31 presidents and the Chancellor of the CSU—may address campus equity issues, not limited to
32 salary inversion and compaction¹⁸;
33

34 **Whereas** the current Contract expires on June 30, 2014, and there is no guarantee that the
35 President will have the same discretion to address equity issues in the next Contract;
36

37 **Whereas** the Provost of CSUSM has acknowledged pay equity issues of salary compression and
38 inversion at CSUSM¹⁹;
39

40 **Whereas** in spite of the Administration's claim that resources are not currently available for
41 equity pay increases,²⁰ the data show that CSUSM is financially healthy enough *at least* to fund
42 equity pay increases for 2013-14, if the Administration chooses to make this a priority; now,
43 therefore,

¹⁴ *Financial Analysis of California State University, San Marcos*: Bunsis, H., March 2014

¹⁵ http://www.calstate.edu/LaborRel/Contracts_HTML/CFA-Furlough-Agreement.pdf

¹⁶ *Financial Analysis of California State University, San Marcos*: Bunsis, H., March 2014

¹⁷ <http://www.calstate.edu/budget/fybudget/coded-memos/B14-01-memo.pdf>; see in particular

Attachments A-D

¹⁸ 2012-14 CBA 31.14

¹⁹ January 14, 2014, reply from Provost Oberem to CFA President Engen

²⁰ *Ibid.*

44
45
46
47
48
49
50

Be it resolved that the CSUSM President immediately authorize an Equity Pay Increase Program for all Faculty, including Assistant, Associate, and Full Professors, Lecturers, Counselors, Librarians, and Coaches.

**TIMETABLE FOR PERIODIC EVALUATION AND PERFORMANCE REVIEW
2014/15**

REVIEW	WPAF DUE		PRE-REVIEW FOR COMPLETENESS		Candidate adds requested material no later than	PEER REVIEW COMMITTEE (PRC) REVIEW		Candidate picks up re-commendation no later than	End of rebuttal/response period *	End of PRC response period **	DEAN REVIEW		Candidate picks up re-commendation no later than	End of rebuttal/response period *	End of Dean's response period **	PROMOTION & TENURE (P&T) COMMITTEE REVIEW		Candidate picks up re-commendation no later than	End of rebuttal/response period *	End of P&T Committee response period **	PRESIDENT OR DESIGNEE REVIEW				
	Begin	End	Begin	End		Begin	End				Begin	End				Begin	End				Begin	Decision			
Periodic Evaluation (typically 1st, 3rd, and 5th year)	TUE JAN 20	WED JAN 21	TUE JAN 27	TUE FEB 03	WED FEB 04	TUE MAR 03	FRI MAR 06	MON MAR 16	MON MAR 23	TUE MAR 24	TUE APR 21	FRI APR 24	MON MAY 04	MON MAY 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
		5 Work Days		7 Days		20 Work Days		10 Days		7 Days		20 Work Days		10 Days		7 Days									
2nd Year Retention	MON AUG 25	TUE AUG 26	TUE SEP 02	TUE SEP 09	WED SEP 10	MON SEP 29	FRI OCT 03	MON OCT 13	MON OCT 20	TUE OCT 21	FRI NOV 07	FRI NOV 14	MON NOV 24	FRI DEC 05	N/A	N/A	N/A	N/A	N/A	N/A	MON DEC 08	FEB 15			
		5 Work Days		7 Days		14 Work Days		10 Days		7 Days		14 Work Days		10 Days		7 Days					30 Work Days				
2nd Year Retention w/optional Tenure and/or Promotion Review	Use above timeline for 2nd Year Retention (including the Feb 15 final decision for retention) and continue with the following P&T Committee/President schedule:														MON FEB 09	FRI MAR 20	Wed MAR 25	FRI APR 10	FRI APR 17	MON APR 20	TENURE JUN 01	PROMO JUN 15			
4th Year Retention (3rd or 5th year for faculty off cycle)	TUE SEP 02	WED SEP 03	TUE SEP 09	TUE SEP 16	WED SEP 17	TUE OCT 21	FRI OCT 24	MON NOV 03	MON NOV 10	WED NOV 12	THUR DEC 18	THUR JAN 15	MON JAN 26	MON FEB 02	N/A	N/A	N/A	N/A	N/A	N/A	TUE FEB 03	JUN 01			
4th Year Retention w/ optional Tenure and/or Promotion Rvw (3rd or 5th year for faculty off cycle)	TUE SEP 02	WED SEP 03	TUE SEP 09	TUE SEP 16	WED SEP 17	TUE OCT 21	FRI OCT 24	MON NOV 03	MON NOV 10	WED NOV 12	THUR DEC 18	THUR JAN 15	MON JAN 26	MON FEB 02	TUE FEB 03	MON MAR 16	FRI MAR 20	MON APR 06	MON APR 13	TUE APR 14	TENURE JUN 01	PROMO JUN 15			
Tenure and/or Promotion Review	TUE SEP 02	WED SEP 03	TUE SEP 09	TUE SEP 16	WED SEP 17	TUE OCT 21	FRI OCT 24	MON NOV 03	MON NOV 10	WED NOV 12	THUR DEC 18	THUR JAN 15	MON JAN 26	MON FEB 02	TUE FEB 03	MON MAR 16	FRI MAR 20	MON APR 06	MON APR 13	TUE APR 14	TENURE JUN 01	PROMO JUN 15			
		5 Work Days		7 Days		25 Work Days		10 Days		7 Days		25 Work Days		10 Days		7 Days		30 Work Days		10 Days		7 Days		30/40 Work Days	
Post-Tenure Periodic Review	FRI FEB 27						FRI MAR 27					FRI MAY 1													

Holidays/Breaks:

Labor Day SEP 01
 Veteran's Day NOV 11
 Thanksgiving NOV 27 - 28
 Winter Holiday/Break DEC 19 - JAN 14
 Martin Luther King Jr. JAN 19
 Spring Break MAR 30 - APR 04
 Cesar Chavez Day MAR 31

* Candidate may submit a rebuttal/response within 10 days of receipt of the recommendation or by the end date listed on timeline - whichever comes first.

** Reviewing committee/administrator may submit response to a candidate's rebuttal within seven days or by the end date listed on timeline - whichever comes first.

Campus Holidays are NOT counted in number of "work" days.

The number of days indicated on the calendar is the minimum number of days required, so the actual number of days may be more than the minimum.

- 1 *FAC Rationale:*
- 2 *This is a new document that serves to provide expectations, standards, and criteria specific to the Department of*
- 3 *Speech Pathology in the CEHHS. Pending FAC approval, the document has been found to be consistent with the*
- 4 *university RTP document.*

5 SE
6 Definition: Standards governing RTP process for faculty in the Department of Speech Language Pathology
7 (SLP).
8
9 Authority: The collective bargaining agreement between The California State University and the California
10 Faculty Association.
11
12 Scope: Eligible SLP faculty at California State University San Marcos.
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20 _____
21 Karen S. Haynes, President

_____ Approval Date

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25 _____
26 Graham Oberem, Provost & Vice President for Academic Affairs

_____ Approval Date

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23

24 **I. Preamble**

25

- 26 A. This document sets forth general standards and criteria for retention, tenure, and promotion of tenure-track
27 faculty in the Department of Speech Language Pathology as a unit within the College of Education, Health,
28 and Human Services.
- 29 B. The provisions of this document are to be implemented in conformity with University RTP Policies and
30 Procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University
31 Policy on Ethical Conduct.
- 32 C. The Department is guided also by the standards of the American Speech Language Hearing Association
33 (ASHA) Tenure Track faculty must comply with requirements specified by the Council on Academic
34 Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language Hearing
35 Association, as it relates to Standard 2.0 – Faculty, and must adhere to the ASHA code of Ethics.²¹

36

37 **II. Introduction and Guiding Principles**

38

- 39 A. All standards and criteria reflect the University, College and Department Mission and Vision Statements
40 and advance the goals embodied in those statements.
- 41 B. The performance areas that shall be evaluated include teaching, research/creative activities, and service.
42 While there will be diversity in the contributions of faculty members to the University, the Department
43 affirms the university requirement of sustained high quality performance and encourages flexibility in the
44 relative emphasis placed on each performance area. Candidates must submit a comprehensive curriculum
45 vita (CV) and narrative statements describing the summary of teaching, research/ creative activity, and

²¹ http://www.asha.org/academic/accreditation/standards_forms/

46 service for the review period. The faculty member must meet the minimum standards in each of the three
47 areas.

- 48 C. Items assessed in one area of performance shall not be duplicated in any other area of performance
49 evaluation. Items shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate
50 connections across all three documents. Candidates who integrate their teaching, research/creative
51 activities, and/or service may explain how their work meets given standards/criteria for each area.
- 52 D. The Department recognizes innovative and unusual contributions (e.g., supervising research, using
53 particularly innovative or challenging types of pedagogy, writing or rewriting programs, curriculum
54 development, assessment development, accreditation or other required report generation).
- 55 E. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual
56 performance. Ultimate responsibility for understanding the standards, meeting the standards, and
57 effectively communicating how they have met the standards rests with the Candidate. In addition to this
58 document, the candidate should refer to and follow the University RTP Policies and Procedures.
59 Candidates should also note available opportunities that provide guidance on the WPAF and describe the
60 responsibilities of the candidate in the review process (e.g., Provost's RTP meetings; Faculty Center
61 Professional Development, and advice and counsel by tenured faculty.) Candidates are encouraged to avail
62 themselves of such opportunities.
- 63 F. Candidates for retention will show effectiveness in each area of performance and demonstrate progress
64 toward meeting the tenure requirements in the areas of teaching, research/creative activities, and service.
- 65 G. Candidates for the rank of associate professor require an established record of effectiveness in teaching,
66 research/creative activities, and service to the Department, School and University.
- 67 H. Candidates for the rank of professor require, in addition to continued effectiveness, an established record of
68 initiative and leadership in teaching, research/creative activities, and service to the Department, School,
69 University, community, and profession. Promotion to the rank of professor will be based on the record of
70 the individual since promotion to the rank of associate professor.
- 71 I. The granting of tenure at any rank recognizes accomplishments and services performed by the Candidate
72 during the individual's career. The record must show sustained and continuous activities and
73 accomplishments. The granting of tenure is an expression of confidence that the faculty member has both
74 the commitment to and the potential for continued development and accomplishment throughout the
75 individual's career. Tenure will be granted only to individuals whose record meets the standards required
76 to earn promotion to the rank at which the tenure will be granted.

77 78 **III. GENERAL STANDARDS**

- 79 A. Retention: A positive recommendation for retention requires that the Candidate's record clearly
80 meets the articulated standards for the granting of a retention decision in each of the three areas:
81 teaching, research/creative activity, and service.
- 82 B. Tenure and/or Promotion: A positive recommendation for tenure or promotion requires that the
83 Candidate's record clearly meets the articulated standards for the granting of a tenure/promotion
84 decision in each of the three areas: teaching, research/creative activity, and service.
- 85
86 C. Early Tenure (prior to the 6th year in rank): *This option for assistant professors* is considered an
87 exception. A positive recommendation for early tenure requires that the Candidate's record
88 clearly meets the articulated standards for the granting of a tenure/promotion decision in ALL
89 areas. To be eligible for early tenure, a Candidate must show a sustained record of successful
90 experience at a university, and that experience must include at least one full year at California
91 State University San Marcos prior to the year of review for tenure.
- 92 D. Early Promotion (prior to the 6th year in rank): *This option for associate professors* is considered
93 an exception. A positive recommendation for early promotion requires that the Candidate's record
94 clearly meets the articulated standards for the granting of a tenure/promotion decision in ALL
95 areas. To be eligible for early promotion a Candidate must show a record of successful experience
96 at a university, and that experience must include at least one full year at California State
97 University San Marcos prior to the year of review for promotion.
- 98 E. Faculty who are hired at an *advanced rank without tenure* may apply for tenure after two years of
99 service at CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation
100 requires that the Candidate's record at CSUSM clearly demonstrates a continued level of
101 accomplishment in all areas and, together with the Candidate's previous record, is consistent with
102 the articulated standards for the granting of tenure at the faculty member's rank.
103
104

105 **IV. STANDARDS AND CRITERIA FOR TEACHING**

106 **26 A. Department Priorities and Values in Teaching and Learning**

- 107
- 108 1. In the Department of Speech Language Pathology, “effective teaching” is defined as
- 109 activity that promotes student learning, reflection, and professional growth in support of
- 110 the Department Mission and is demonstrated by information in the teaching portfolio
- 111 section of the WPAF. Teaching in the SLP should explicitly support the Mission
- 112 Statement. Teaching is multifaceted and may include instructional activity that takes
- 113 place at off-site locations.
- 114
- 115 2. The most important teaching activities include, but are not limited to:
- 116 • Classroom modality, face-to-face, blended, online, on-campus, off-site, distance
 - 117 learning teaching
 - 118 • Supervision of graduate and undergraduate students
 - 119 • Supervision of masters theses or projects and doctoral dissertations and research
 - 120 • Supervision of student independent study
 - 121 • Training and/or supervision of lecturers or colleagues
 - 122 • Student advising and counseling
 - 123 • Laboratory teaching
 - 124 • Clinical teaching/ practice
 - 125 • Seminar courses
 - 126 • Undergraduate and graduate courses
 - 127 • Supervision of field work and independent research
 - 128 • Supervision of teaching and graduate assistants
- 129
- 130 3. Effective faculty members set clear student learning outcomes for their students, employ
- 131 a range of instructional strategies, and teach in ways that effectively engage students in
- 132 the learning process.
- 133
- 134 4. SLP approaches to support excellent teaching include collaboration, team teaching,
- 135 service learning and co-teaching.
- 136
- 137 5. Evaluations of teaching will focus on determining a profile of the Candidate's teaching
- 138 effectiveness. To determine such a profile, teaching will be assessed by holistic
- 139 evaluation of evidence, including candidates’ reflective statement on teaching, student
- 140 evaluations, reflective practice, and selected items that the candidates believe best
- 141 represent their teaching, as described in the University RTP document and further
- 142 illustrated below in section B.
- 143

144 **27 B. Required Evidence of Teaching**

- 145
- 146 1. Teaching Reflective Statement
- 147
- 148 A reflective narrative including any selected items from section IV.A.2. (above) and all
- 149 teaching evidence discussed in the file should reflect continued success and/ or
- 150 improvement in teaching. In this statement, candidates shall provide a clear and concise
- 151 reflective self-assessment of their teaching philosophy, experience, and performance.
- 152 The reflective statement may include the Candidates’ philosophy of teaching and
- 153 learning, pedagogical connections between the techniques they employ when teaching
- 154 and their philosophy of teaching and learning, impact of any notable teaching
- 155 accomplishments or awards, improvements made as a result of lessons learned from their
- 156 teaching and/or student evaluations, impact of course innovation or development, and/or
- 157 their approach to supervision of graduate students. As part of the reflective statement,
- 158 candidates shall provide a brief summary of student evaluation ratings exemplifying
- 159 teaching supported by a brief discussion of these evaluations. Evaluation ratings and
- 160 narrative shall specify rationale for categories chosen (e.g., quality of course, instructor
- 161 preparedness, active learning encouraged) and particular teaching context (e.g., new prep,
- 162 co-taught, curriculum modifications, extenuating circumstances). Course evaluations and
- 163 narrative should reflect evidence of thoughtful reflection on student ratings/feedback,
- 164 concise discussion of changes based on the feedback and improvement over time in
- 165 evaluations.

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2. Teaching and/or Supervision Assignments

Evidence: In the curriculum vita, the Candidate will list all courses and/or all student teaching supervision assignments for the period under review, as illustrated below.

Semester & Year	Course Number	Course Title	Section	Units	No. of Students Enrolled	Comments	Evaluation Ratings (specify categories/items referenced)

173
174
175
176
177
178
179
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181
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3. Student Evaluations from Teaching and/or Supervision Assignments

Evidence: Provide university-generated student evaluation reports representing all sections taught and student supervision assignments. Associate professors include documentation since the last promotion.

4. Representative Syllabi from Courses Taught

Evidence: Provide a representative sample of syllabi from core courses taught that illustrate course objectives, student learning outcomes, sample assignments, and current practice in the field and instructional practices. Associate professors include documentation since the last promotion.

28 C. *Optional Evidence of Teaching*

1. Use of Exemplary Teaching Practices in Coursework and/or Clinical Practice

Evidence: Provide evidence that illustrates the use of exemplary teaching practices. Candidates might provide evidence that demonstrates the effective use of such things as technology, teaching strategies for diverse learners, student projects, student learning outcomes, portfolios, etc.

2. Curriculum, Program, and/or Course Development and/or Revision

Evidence: Provide evidence that illustrates any new developments or improvements in curriculum, programs, and/or courses. Evidence might include a brief description of improvements, curriculum forms, syllabi changes, links to online materials, etc.

3. Academic Advising

Evidence: Provide evidence of effective academic advisement of students and the impact of this work. Academic advisement includes the many ways the Candidate supported students in their academic pursuit, such as on a thesis or dissertation committee, mentorship on a research or graduate project, or as an academic advisor to a student in a program. Evidence might include the names of the students, the role(s) the candidate played, the dates of this work, and any evidence related to the impact.

4. Other Selected Items that Best Represent Candidate's Teaching

Evidence: Additional evidence of teaching activities not listed above, including but are not limited to:

- Assessment of student learning outcomes
- Letters from former students (identified as solicited or unsolicited)
- Teaching awards
- Other activities to promote teaching excellence (e.g., self evaluation, peer evaluation, in-service education of incumbent educators in the field)

29 D. *Evaluation of Teaching*

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1. General Standards

Candidates will be assessed on the quality of the evidence provided on the set of indicators they select, rather than on the quantity of indicators selected. In all cases, candidates will be assessed on the quality and the totality of the evidence provided. When judged as a group, no one indicator may be used to determine the overall rating of teaching effectiveness.
 2. Tenure and/or Promotion from Assistant Professor to Associate Professor

At the Assistant Professor level, teaching that *meets standards* is expected to demonstrate classroom effectiveness for the types of courses taught. Evidence of classroom effectiveness may include, but is not limited to student evaluations, syllabi that clearly articulate course objectives and requirements, effective instructional practices, engaging assignments directed at meeting the course objectives, documentation that illustrates clear connections throughout an entire teaching event, and assessments that effectively measure and align with student learning outcomes.
 3. Tenure and/or Promotion from Associate Professor to Professor

As more experienced faculty, Associate Professors being considered for promotion to Professor are held to a higher standard. Accordingly, to be rated *meets standards*, a candidate at the Associate Professor level is expected to demonstrate a pattern of sustained effectiveness in teaching and curriculum related activities.
 4. Retention

Candidates for retention shall include the required items for courses taught and additional optional materials in their teaching portfolio to show evidence of efforts and effectiveness in teaching. Because this is an evaluation intended to provide guidance, candidates will be assessed on their current teaching performance as well as on efforts that have been made to address prior performance feedback.

255 V. STANDARDS AND CRITERIA FOR RESEARCH AND CREATIVE ACTIVITY

256 30 A. *Department Priorities and Values in Research and Creative Activity*

257
258 In the Department of Speech Language Pathology, research/creative activity is defined as creating,
259 synthesizing, and disseminating knowledge beyond the classroom. Research/creative activity may
260 be basic, applied, integrative, reflective, and/or related to teaching and accreditation.
261

262 31 B. *Department's Research/ Creative Activity Standards within Context of Discipline*

263
264 Research/creative activities take many forms in the Department of Speech Language Pathology.
265 These may include, but are not limited to, qualitative, quantitative, and applied research conducted
266 both individually and collaboratively. Applied research is defined as creative activity that relates
267 directly to the faculty member's intellectual work. This type of scholarship is carried out through
268 such activities as program development, program or curriculum evaluation, policy analysis, action
269 research, collaborative research with academics and community members, etc. These activities
270 are tied directly to the professor's special field of knowledge and are aimed at substantive change
271 in clinical practices. Applied research requires rigor and accountability. Multi-author and cross-
272 disciplinary presentations and publications are encouraged as the field of speech language
273 pathology is multidisciplinary and values collaborative research and creative activities. When
274 multiple authors are present on research and creative activities, candidates shall specify their
275 specific role on the item (e.g. role: first author, second author, equal authorship, etc.)
276

277 32 C. *Evidence of Research/Creative Activity*

278
279 Evaluations of research/creative activity will focus on developing a profile of the Candidate's
280 research/creative activities as well as an understanding of the impact and benefit of their work. To
281 determine such a profile, the Candidate's research/creative activities will be assessed by *holistic*

282 evaluation of the Candidates' reflective statement, work, and selected items that the candidates
283 believe best reflects their progress, as described in the University RTP document and further
284 illustrated below.

285
286 1. Research/Creative Activity Reflective Statement
287

288 Candidates shall provide a clear reflective assessment of research/ creative activities as
289 well as the impact of this work. The reflective statement may also include short-term and
290 long-term goals for research/ creative activities, connections between research/ creative
291 activities and the courses taught, and the impact of research/ creative activities.
292

293 a. **Category A Evidence** must include external peer review process:

- 294 1) Papers published or accepted for publication in peer reviewed/ refereed
295 journals, including online journals
- 296 2) Peer or editor reviewed published book chapters of original material
297 and original monographs
- 298 3) Peer or editor reviewed books, manuscripts, electronic or other projects
299 and/or programs published or accepted for publication as works that
300 contribute new knowledge and/or to practice as demonstrated by
301 professional and academic reviewers
- 302 4) Peer reviewed /refereed presentations at national or international
303 conferences
- 304 5) Significant program development including applied scholarship,
305 curriculum writing, or accreditation work, which requires outside
306 agency approval and/or peer review.
- 307 6) Funded peer reviewed external grants for research/creative activity
308 work, in progress or completed
309

310 b. **Category B Evidence** may include, but is not limited to:

- 311 1) Papers published in refereed proceedings
- 312 2) Refereed presentations at professional meetings
- 313 3) Invited presentations at professional meetings
- 314 4) Editor reviewed articles published in journals, newspapers, magazines,
315 and other media
- 316 5) Published case studies
- 317 6) Applied research/creative activity that is published, presented at a
318 conference or meeting, or applied in a professional setting
- 319 7) Published review of books, articles, programs, and conferences
- 320 8) Session discussant at a professional meeting
- 321 9) Invited keynote or speaker
- 322 10) Special recognition and awards for research/creative activities
- 323 11) Funded regional or internal grants for research/creative activity work
324 (e.g., local organizations, University Professional Development, etc.)
- 325 12) Self published books
- 326 13) Workshops
- 327 14) Unfunded peer reviewed external grants for research/creative activity
328 work
- 329 15) Working papers
- 330 16) Submitted papers
- 331 17) Sponsored or contract research
- 332 18) Technical reports
- 333 19) Unfunded grants
334

335 **33 D. Evaluation of Research/ Creative Activities**
336

337 1. General Standards
338

339 Candidates will be assessed on the quality of the evidence provided, the evidence of
340 sustained scholarship, and the totality of their work. *A variety of types of work must be*
341 *provided including peer reviewed publication.* When judged as a group, no one indicator
342 of research/ creative activities may be used to determine the overall rating of quality of

343 research/ creative activities. In all cases, the reputation of the publication and/or meeting
344 will be considered when evaluating the contribution. All faculty members in the
345 Department of SLP have a responsibility to engage in program development and
346 accreditation activities associated with our two accrediting bodies (CAA of ASHA and
347 the CCTC). With changing standards and on-going assessment requirements, these peer-
348 reviewed activities can be time intensive. Faculty may therefore face limitations in the
349 quantity of items in research/creative activity while they are engaged in peer-reviewed
350 accreditation activities.

351
352 2. Tenure and/or Promotion from Assistant Professor to Associate Professor

- 353
354 a. At least three items from category Category A (at least two items must be peer
355 reviewed or refereed publications or grants).
356 b. At least three items from Category B

357
358 For early consideration for tenure and promotion candidates must satisfy requirements for
359 both a and b above.

360
361 3. Tenure and/or Promotion from Associate Professor to Professor*

- 362
363 a. At least three items from Category A (at least two items must be peer reviewed
364 or refereed publications or grants).
365 b. At least three items from Category B

366
367 4. Retention

368
369 Candidates for retention shall include documentation from the period under review that
370 demonstrates satisfactory progress toward meeting the tenure requirements in the area of
371 scholarship. This documentation may include more items from category B than A.
372

373 **VI. STANDARDS AND CRITERIA FOR SERVICE**

374
375 **34 A. *Department Priorities and Values regarding Service Contributions***

376
377 The Department of Speech Language Pathology places a high value on service as an essential
378 component of faculty work. The Department views activities that enhance the institution and
379 advance the profession at the local, state, national and international levels as integral components
380 of faculty service. In the Department, Service is defined as activities that contribute to the life of
381 the department, school, college, university, community and/or activities that contribute to the
382 profession and its agencies and organizations.

383
384 **35 B. *Evidence of Service***

385
386 Evaluations of service will focus on determining a profile of the Candidate's service activity. To
387 determine such a profile, service will be assessed by *holistic* evaluation of the candidates'
388 reflective statement, service work, and selected items that the candidates believe best reflects their
389 progress, as described in the University RTP document and further illustrated below. Particular
390 consideration should be given to the service necessary to develop courses/programs/majors and a
391 campus structure of a growing campus.

392
393 1. Service Reflective Statement

394
395 Candidates are to provide a clear and concise reflective self-assessment of their service
396 activities and the impact of this work. Candidates may include statements regarding any
397 short-term and long-term goals for service activities, connection to the Department,
398 College and/or University's Mission, reasons for their involvement, and the impact of
399 their service activities.

400
401 2. Internal Service Activities

402

403 a. **Evidence of Service to the Department, School, and/or College (D/S/C)** may
404 include, but is not limited to:
405 1) Leadership/membership in P/D/SC governance and/or groups that carry
406 on the business of the P/D/S/C (e.g., committees [elected or appointed],
407 ad hoc committees, task forces, etc.)
408 2) Leadership/membership in Department accreditation efforts
409 3) Development of new courses or programs for the Department
410 4) Program coordination and/or service (e.g., student interviews,
411 development of student learning outcomes, administration, etc.)
412 5) Mentoring of students, tenure-line faculty, lecturers and/or Supervisors
413 6) Collaboration with colleagues within the Department and across the
414 University

415
416 b. **Evidence of Service to the CSU System and/or University** may include, but is
417 not limited to:
418 1) Innovative leadership initiatives at the university or CSU system level
419 2) Leadership/membership in groups that carry on the business of the
420 university (e.g. committees [elected or appointed], ad hoc committees,
421 task forces, etc.)
422 3) University professional activities, (e.g. service toward university
423 accreditation, etc.)
424 4) Act as an advisor for a student organization
425 5) Commencement marshal
426 6) Mentoring of students, tenure-line and full-time faculty, part-
427 time/adjunct lecturers and/or Clinical Supervisors

428
429 3. External Service Activities
430

431 a. **Evidence of Service to the Profession** may include, but is not limited to:
432 1) Peer reviewer for journal or conference proposals
433 2) Membership on Editorial Board for peer reviewed/ refereed journal or
434 publication
435 3) Leadership in professional organizations as an officer, on a committee
436 or task force, etc.
437 4) Consultation and expert services
438 5) Providing continuing education for community
439

440 b. **Evidence of Service to the Greater Community** may include, but is not
441 limited to:
442 1) Assist agencies and/or community organizations (e.g., interview
443 committee for a school principal, interview panelist, grant or award
444 application, textbook adoption committee, etc.)
445 2) Development of speech clinics in collaboration with community
446 partners to provide services to community members
447 2) Consulting (paid or unpaid) with external agencies, (e.g. presenting
448 professional development sessions, conducting research for a school or
449 hospital, etc.)
450

451 4. Service Awards and Special Recognition
452

453 **36 C. Evaluation of Service**
454

455 1. General Standards
456

457 Candidates will be assessed on the evidence of the quality of evidence provided, the
458 evidence of sustained service, and the totality of their work. When judged as a group, no
459 one indicator may be used to determine the overall rating of service activity. Faculty must
460 provide documentation of their service as part of their WPAF. Such documentation may
461 include a reflective summary of their performance and role on the committee including
462 actions that the faculty member was involved in.
463

- 464 2. Tenure and/or Promotion from Assistant Professor to Associate Professor
465
466 Candidates for promotion from Assistant to Associate Professor must provide evidence of
467 effective sustained internal and external service contributions.
468
469 3. Tenure and/or Promotion from Associate Professor to Professor
470
471 Candidates for promotion from Associate Professor to Professor must provide evidence
472 of leadership in one or more service activities in addition to demonstrating sustained
473 active participation in both internal and external service activities.
474
475 4. Retention
476
477 Candidates for retention must provide appropriate and effective evidence of significant
478 internal service. While not required, external service contribution will be considered in
479 the evaluation.
480

481 VII. DEFINITIONS OF TERMS AND ABBREVIATIONS

- 482
483 A. The Department of Speech Language Pathology (SLP) uses the same definitions, terms, and abbreviations
484 as defined in the University RTP document. For clarity, the use of "is" is informative, "shall" is mandatory,
485 "may" is permissive, "should" is conditional, and "will" is intentional.
486 B. A "standard" is a reference point or formalized expectation against which progress can be measured for
487 retention, tenure, and promotion.
488 C. Faculty have a right to clearly articulated performance expectations. College, Departmental and School
489 RTP Standards provide consistency in guiding tenure-track faculty in the preparation of their working
490 personnel action files (WPAFs).
491 D. College, Departmental, and School RTP Standards educate others outside of the discipline, including deans,
492 university committees, and the provost, with respect to the practice and standards of a particular
493 department/discipline/field.
494 E. Colleges, Departments, and Schools must respect the intellectual freedom of their faculty by avoiding
495 standards that are too prescriptive. Department and School standards should be as brief as possible with
496 emphasis on the unique nature of the department.
497 F. All College, Department, and School RTP Standards shall conform to the CBA and University and School
498 RTP documents. The SLP RTP Standards document shall contain the elements of Department RTP
499 standards described below and shall not repeat the CBA, or Department RTP documents, or include
500 School-specific advice.
501 G. All College, Department, or School RTP Standards must be approved by a simple majority of all tenure-
502 track faculty within a department or School and then be approved by School and the Academic Senate
503 before any use in RTP decisions.
504

Resolution In Support Of Open Access For Faculty Publications

Background: Open access refers to free, online public access to scholarly and scientific works. Open access is independent of journal editorial and peer review policies. Open access articles may be available via a university repository; some journals also make articles openly accessible. For journals that are not open access, authors can often negotiate with publishers to retain a non-exclusive license to archive articles in an institutional open access repository. CSUSM ScholarWorks is our open access institutional repository. CSUSM Library faculty and staff have expertise negotiating with publishers and have developed mechanisms for faculty to contribute publications to the ScholarWorks open access repository. Many resources are available in the Library's [Scholarly Communication research guide](#)²². Resolutions and policies in support of open access to faculty publications are currently in place at many universities. This resolution is modeled on a recent CSUSN resolution. The UC Academic Senate recently passed a mandatory (opt-out) open access policy for the UC system.

WHEREAS:

1. Open access publishing and archiving is central to the long-term viability of the dissemination of scholarship; and
2. Freely accessible scholarship benefits the academy and society at large; and
3. Open access increases networking among scholars and the likelihood of CSUSM faculty research being easily discoverable and cited by others; and
4. Open access fulfills federal grant mandates for research dissemination; and
5. Open access contributes to global information sharing, including for scholars in developing countries who do not have access to expensive databases; and
6. A campus-wide open access resolution would provide CSUSM faculty with leverage to negotiate more favorable copyright terms with publishers; and
7. Open access showcases CSUSM scholarship and thus enhances the university's reputation;

THEREFORE, BE IT RESOLVED that the Academic Senate of CSUSM strongly encourages CSUSM faculty members to:

1. publish in journals that allow open access archiving, or negotiate to retain rights to their work; and
2. submit an electronic copy of the author's final version of each article (hereafter, "journal article") to ScholarWorks as soon as possible after acceptance for publication; and
3. grant CSUSM a non-exclusive license to archive journal articles in ScholarWorks, unless prevented by incompatible licensing; and
4. grant CSUSM the right to migrate selected faculty publications to updated media or formats for digital preservation purposes.

²² <http://biblio.csusm.edu/guides/subject-guide/195-Scholarly-Communication?tab=2601>

1 **Report from the University Curriculum Committee (UCC), Pre-Health Professions Certificate**

2
3 In November 2013, UCC received a P-form to create a new post-baccalaureate Pre-Health Professions
4 Certificate. UCC's review process was focused on the academic soundness and quality of the certificate.
5 Following extensive review and consultation with the proposing faculty (Tracey Brown, Professor,
6 Biological Sciences; Jose Mendoza, Professor, Chemistry) during April 2014, UCC voted to recommend
7 the P-form for Senate approval.
8

9 The target audience for the Pre-Health Professions Certificate is post-baccalaureate students with non-
10 science degrees who decide that they would like to pursue further studies in medicine, dentistry,
11 optometry, or veterinary science. The Certificate is a package of 17 courses (51 units) in Biology,
12 Chemistry, Mathematics, and Physics, which will provide students with the appropriate academic
13 background to qualify for medical school, dental school, optometry school, or veterinary school. All
14 courses associated with the certificate are already established in the respective academic departments.
15 A Pre-Health advisor employed by the certificate program will meet with all students to identify any
16 additional or alternative courses required by their target professional schools. These
17 additional/alternative courses may be taken via Open University at CSUSM on a space available basis.
18 The certificate program will also arrange for private vendors, at a discounted rate, to offer students
19 optional online test preparations for the MCAT (medical), DAT (dental), OAT (optometry), or VCAT
20 (veterinary).
21

22 The courses associated with the certificate will be offered through Extended Learning, primarily during
23 evenings and on weekends to accommodate working students. Students who have already completed
24 some of the coursework may transfer a maximum of two courses that articulate with courses in the
25 certificate program. Completion of the program will take four semesters (and one summer), with a
26 maximum of 12 units per semester. Cohort size is initially expected to range from 24-48 per year.

1 **Report from BLP, Pre-Health Professions Certificate (from CSM)**

2 The Budget and Long Range Planning Committee (BLP) has reviewed CSM's proposed certificate in Pre-
3 Health Professions, which is described in the P-form as a "certificate of specialized study." We gave
4 attention to the enrollment prospects for this proposed degree program as well as the resource
5 implications of the program's launch. BLP submits the following analysis of the impact of this program
6 to the Academic Senate to guide senators in their consideration of the proposal.
7

8 This program is intended as a post-bac certificate. It would allow individuals holding a baccalaureate
9 degree outside the sciences to complete a 2-year course of study providing prerequisites to graduate-
10 level study. Because these necessary courses are typically bottlenecked, non-matriculated students
11 have difficulty getting enrolled. As described in the P-form, "bundling these courses and offering them
12 as a certificate program will provide additional access" for post-bac students wishing to pursue
13 graduate-level work in a variety of health-related fields.
14

15 **Program Demand:** Detailed projections are not typically provided in P-forms for certificate programs;
16 however, the proposers make clear that they are confident that there is high demand for the program
17 based on EL market research. The program will be marketed to post-bac students interested in applying
18 to medical, dental, optometry, or veterinarian school. EL's draft budget (posted on EL's web page)
19 anticipates a Year 1 entering class of 24 students. Correspondence with the proposers indicates that
20 CSM anticipates that in following years, they will admit cohorts of 48 each per year (requiring multiple
21 sections for necessary labs). This 51-unit program will run through Extended Learning, and the draft
22 budget estimates tuition will run \$450/unit. Additional campus fees for EL students can be found at
23 <http://www.csusm.edu/el/aboutus/fees.html>.²³ Applicants must hold a bachelor's degree and have a
24 GPA of 3.0 or higher for their last 60 units of coursework for the degree. BLP members raised several
25 questions about the target cohort sizes: for example, several of these courses typically have low pass
26 rates, and at least some students may transfer in community college and/or university courses that
27 satisfy program requirements. EL's models are built to take attrition into account, and their break-even
28 point for each sub-cohort of 24 students is 18 students. Correspondence with the proposers and with
29 CSM's administration indicates high demand (including waiting lists) for similar programs within the CSU.
30

31 **Resource Implications:**

32 *Faculty:* This proposed program is built entirely on existing (mostly lower-division) courses from the
33 College of Sciences & Mathematics, and it is based largely on requirements for applicants seeking to
34 apply to medical, dental, optometry, or veterinarian school. Biology, Chemistry, Mathematics, and
35 Physics will contribute all of the courses, and both tenure-track and lecturer faculty members are listed
36 as participants in the program. No tenure-track faculty hires will be required to launch the program.
37 EL's draft budget includes \$3200/semester as stipends for the Faculty Coordinator. CSM's Associate
38 Dean Rick Fierro indicates that the workload for participating Department Chairs (in hiring and reviewing
39 lecturer faculty, for example) should be minimal and thus not require additional compensation for those
40 Chairs.
41

42 *Space:* The P-form specifically states that all courses for this program will be offered during evening and
43 weekends. Academic Scheduling's ongoing practice has been to prioritize stateside classes for
44 classroom assignment; requests for evening/weekend classroom and lab space for this program should
45 be possible to accommodate. In response to BLP's questions regarding how the additional lab usage
46 will affect lab maintenance and replacement needs, proposers provided the following: CSM's "MOU
47 agreement with EL [] pays the college \$100 per student in an EL laboratory course" to cover costs of
48 "supplies and equipment use, maintenance, breakage, and replacement costs," and the MOU will be re-
49 examined at the end of each Academic Year.

²³ Campus fees for students enrolled in state-support programs can be found at
http://www.csusm.edu/schedule/spring_2013/fees_and_charges.html.

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Staff: EL's draft budget includes funding for both a part-time Instructional Support Technician (IST) and an Instructional Student Assistant (ISA) for CSM as well as a part-time Pre-Health Advisor, who will be housed within Extended Learning. We urge CSM also to track additional workload that fall on administrative or other staff within CSM as well.

Library: While the Library initially recommended the addition of the "Web of Knowledge/Science" database to support the program, that database has since been obtained; no additional subscriptions will be required to support this complement of primarily lower-division courses. The Library's report refers generally to additional demand for Library expertise and support but does not specify what, if any, additional EL support will be required to support this program. BLP strongly recommends that the Library monitor demand for Library expertise over the program's first year to determine what, if any, additional EL funding will be required to cover Library needs.

IITS: Correspondence with proposers indicates that all courses will be offered face-to-face, and they do not anticipate the need for any evening/weekend IITS support. However, BLP anticipates that at least some instructors will make use of resources such as Cougar Courses and classroom computers and projectors; per Extended Learning's existing MOU with CSUSM, IITS services are funded by "Direct chargeback for pre-approved services on a billed-quarterly basis (to include both instructional and administrative services)," and "Added contract services are paid separately."

1 For the complete curriculum associated with this proposal, visit the Curriculum Review website
2 (under CSM starting at # 14):
3 [http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2013-
4 14_curriculum.html](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2013-14_curriculum.html)
5
6

7 **Proposed Catalog Description for the Pre-Health Professions Certificate:**

8 **Pre-Health Professions Certificate**

9 **Office:**

10 FCB 6-108

11 **Telephone:**

12 (760) 750-3138

13 **Faculty Coordinator:**

14 Sajith Jayasinghe, Ph.D.

15 **Pre-Health Advisor:**

16 Thomas Pillsworth, Ph.D.

17 **Faculty:**

18 *Biology*

19 Tracey Brown, Ph.D.

20 *Chemistry*

21 Jose Mendoza, Ph.D.

22 Sajith Jayasinghe, Ph.D.

23 *Mathematics*

24 Olaf Hansen, Ph.D.

25 *Physics*

26 Ed Price, Ph.D.

27 Stephen Tsui, Ph.D.

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40 Many undergraduates receive their degree in a non-science or mathematical discipline
41 (e.g. Anthropology, Sociology, Mathematics, Psychology, or English) and then later decide that they
42 would like to enter a health profession. The purpose of the Pre-Health Professions Certificate program is
43 to offer these post-baccalaureate students an opportunity to acquire the necessary scientific background
44 to competitively apply to medical, dental, optometry, or veterinary school, even without a science degree.
45

46 The courses in this certificate program are reserved exclusively for post-baccalaureate students who
47 have been accepted to the certificate program. The program has a cohort structure. Students may begin
48 the certificate program only during the Fall Semester of an academic year.

49 A Pre-Health Advisor provides information to prospective applicants and advises applicants and students
50 regarding possible paths to health careers. The successful applicant will have a Bachelor's degree with a
51 GPA of at least 3.0 in the last 60 units completed for the degree; see
52 www.csusm.edu/el/certificateprograms

53 for more admissions requirements. Bundling the prerequisite courses and offering them as a certificate
54 program provides students timely access to these courses. Some health professional schools or
55 standardized exams require knowledge of additional topics such as Psychology or Sociology. The Pre-
56 Health Advisor will assist the student in identifying any additional courses that may be needed, which
57 students can then take through Open University or elsewhere on a space available basis.
58

59 This certificate program is intended for post-baccalaureate students who need most of the courses listed
60 below. Post-baccalaureate students who have taken most of the courses listed are recommended to take
61 the remaining courses through Open University on a space available basis.

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With approval of the Pre-Health Advisor, applicants admitted to the program may be permitted to transfer a maximum of two courses in their degree that articulate with courses listed below.

Course requirements of the Pre-Health Professions Certificate:

Course	Units
Biol 160	4
Biol 210	4
Biol 211	4
Biol 321	3
Chem 150	4
Chem 150L	1
Chem 250 & 250L	4
Chem 201 & 201L	4
Chem 202 & 202L	4
Chem 341	3
Math 132	3
Math 242	3
PHYS 101	4
PHYS 102	4
Total	51

68

STANDING COMMITTEE REPORTS
(Complete committee reports will appear on May 7 agenda)

UCC

- *Work completed since the Apr. 9th Senate meeting:* Following review and consultation with proposing faculty, UCC recommended approval of 4 C-forms (new courses), 1 C-2 form (course changes), and 1 P-form (new programs), all of which are reflected on the Senate consent calendar or as current/future discussion items. P-forms for a M.S. degree in Speech Language Pathology and a Post-Baccalaureate Pre-Health Professions Certificate are on the current Senate agenda for first readings and P forms for a B.S. degree in Speech Language Pathology and a graduate certificate in Applied Behavior Analysis are on the current Senate agenda for second readings. Separate reports have been provided for all of these discussion items. In addition, C forms creating the ROTC courses MILS 101, 102, 201, and 202 are on the current Senate Agenda for second readings.

A C form to create a new course in Native American Cinema (LTWR 334D) is on today's Senate Consent Calendar. This course is being opposed by the Native Studies Program based on some content overlap with SOC 350/NATV 350 (Imagining Indians: American Indians, Mass Media, Film, and Society). Following the logic and recommendation of the CHABSS Curriculum and Academic Planning Committee, UCC voted unanimously (with two abstentions) to recommend the approval of LTWR 334D. Links are provided for:

-[LTWR 334D C form](#)

-[LTWR 334D syllabus](#)

-[Memo of opposition and CAPC summary memo](#)

-[Memo of support from Ethnic Studies](#)

- *Continuing work:* UCC is currently reviewing curriculum which was originally received by UCC in Nov. 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



Resolution in Support of Sequential Military Science Courses

- 1 **WHEREAS,** the Associated Students Inc. (ASI) of California State University San Marcos (CSUSM) is the
- 2 official representative body, and the voice of CSUSM’s more than 10,200 students and is
- 3 entrusted to represent the best interest of our constituents; and
- 4
- 5 **WHEREAS,** it is the mission of ASI to educate students on issues that impact them, and advocate for the
- 6 student perspective to the appropriate parties, which include the university administration and
- 7 faculty, and government representatives and agencies on the local, statewide and national levels;
- 8 and
- 9
- 10 **WHEREAS,** according to the Office of the Registrar, 11% of CSUSM students identify as active duty, veteran,
- 11 or veteran dependent; and
- 12
- 13 **WHEREAS,** a recent survey conducted by The Cougar Chronicle found that 46.03% of 240 CSUSM students
- 14 completing the survey would take military science courses at CSUSM, and an overwhelming
- 15 majority of 97% would not be opposed to CSUSM students taking military science courses; and
- 16
- 16 **WHEREAS,** according to Military Times Magazine, CSUSM is consistently ranked in the top 15% of public
- 17 universities nationally recognized for being a military-friendly institution while being ranked third
- 18 highest military-friendly university in California; and
- 19
- 19 **WHEREAS,** the mission of CSUSM is grounded in being aligned with regional needs for a community like
- 20 San Diego, where the military is its most important economic driver and plays an important role in
- 21 the social fabric and diversity of the region, according to the San Diego Military Advisory
- 22 Council (SDMAC) Military Economic Impact Study; and
- 23
- 23 **WHEREAS,** according to the SDMAC Military Economic Impact Study, the university is based in a region
- 24 where the military sector is responsible for approximately 302,000 of the region’s total jobs, with
- 25 22% of all jobs existing in the North San Diego County; and
- 26
- 27 **NOW, THEREFORE BE IT**
- 28 **RESOLVED,** that the ASI of CSUSM expresses approval of sequential military science courses to be offered on
- 29 the CSUSM campus beginning Fall 2014 semester; and
- 30
- 31 **RESOLVED,** that ASI of CSUSM strongly urges the members of the Academic Senate to vote on approval of
- 32 sequential military science course offerings at CSUSM starting the Fall 2014 semester; and
- 33
- 34 **RESOLVED,** that members of the ASI Board of Directors and other student advocates attend the Academic
- 35 Senate meeting during which this proposal will be considered to support military science courses
- 36 at CSUSM; and be it finally
- 37
- 38 **RESOLVED,** that copies of this resolution be distributed widely, including, but not limited to, CSU Board of
- 39 Trustees, CSU Chancellor Timothy White, CSUSM President Karen Haynes, The Cougar
- 40 Chronicle, the CSUSM Academic Senate, CSUSM Office of Communications, and the CSUSM
- 41 Veterans Center.
- 42
- 43

March 19, 2014

1
2
3 The Academic Senate
4 California State University San Marcos
5 San Marcos, CA 92096
6

7
8 To Members of the Academic Senate,
9

10 Pursuant to the California Public Records Act, I am requesting information regarding the
11 Military Science courses that have been taught beginning in 2008 on the California State
12 University San Marcos campus.
13

14 A March 2, 2014 information sheet (draft) entitled “FAQs about ROTC and Military Science
15 Courses,” was widely distributed across campus prior to the Open Faculty and Staff Forum on
16 March 4th. That document, prepared by David Barsky and Vivienne Bennett (Senate Chair), and
17 reviewed by U.S. Army Lt. Col. Turner, offers information about the history of Military Science
18 courses and the ROTC on our campus. It describes a current proposal to offer four lower-
19 division Military Science courses (MILS 101, 102, 103, and 104) in the College of Business
20 Administration. In addition, it notes that the “Army has communicated a wish to bring the upper
21 division courses for approval and inclusion in the CSUSM catalog in the next year (MILS 301, 302, 401, and
22 402).”
23

24 The information sheet also states that the “Army ROTC began holding SDSU MILS courses for CSUSM
25 students at the University Village Apartments in Fall 2008.” It further states that in the previous academic
26 year, “ROTC was discussed by the Academic Senate in Spring 2008,” and in the same academic year a “Study
27 Group on ROTC was jointly charged by the Senate and the Provost, and carried out its work in AY 2008-09.”
28

29 To our knowledge, during the abovementioned AY 2008-2009 deliberations, neither the Academic Senate nor
30 the ROTC Study Group were informed that MILS courses were already being taught on the CSUSM campus.
31 This is significant for two reasons: 1) the work of the ROTC Study Group and wider campus discussion were
32 based on the understanding that there were no previous or existing Military Science courses offered at
33 CSUSM. Instead, there was intensive consideration about the possible ramifications and effects of starting to
34 offer these courses, and 2) two members of the Study Group (Veterans Coordinator and Associate Vice
35 President for Academic Programs) held professional positions that raise questions about their awareness of
36 the already existing Military Science courses on our campus. However, to our knowledge neither they, nor
37 any person associated with or informed about the already existing Military Science courses, shared
38 information with the Academic Senate, ROTC Study Group, or wider campus community about the existence
39 of these Military Science courses.
40

41 Suddenly learning that Military Science courses have been taught on our campus since Fall 2008 raises a
42 number of serious issues. For the public record and to clarify this situation, we make a formal request that
43 the Academic Senate authorize a search for the following information. We also request that this information
44 be made easily accessible to, and is freely and widely shared with, all members of the campus community at
45 California State University San Marcos. The series of events that have led to offering Military Science courses
46 on our campus without the knowledge of the Academic Senate is significant. Making this information
47 available could have an important effect on deliberations regarding the current proposal to offer and house
48 the Military Science courses in the College of Business Administration:

49 **Answers are in blue beneath each question. Answers written by Vivienne Bennett, reviewed by David**
50 **Barsky and Laurie Stowell.**

- 51 1. How and when did the Academic Senate first learn about the existence of Military Science courses at
52 CSUSM? (yellow highlight added by Vivienne)
- 53 • We don't know what you mean with the term 'Academic Senate.' Do you mean the Senate
54 Chair? The Senate Officers? EC? Senators?
 - 55 • We also don't know what you mean by the term 'existence.' Do you mean when ROTC was
56 first in the CSUSM catalog explaining how CSUSM students take MILS classes? That was in
57 the early 1990s. Or, by 'existence,' do you mean when the SDSU MILS courses began to be
58 taught at the UVA (University Village Apartments) and later on the CSUSM campus?
 - 59 • The Chair and Vice Chair first learned that the SDSU MILS courses are being taught on
60 campus at CSUSM in a meeting with Major Gino Orezza, Army ROTC, on December 12,
61 2013, by something he said in passing during the meeting. We informed EC about this at the
62 first EC meeting in January 2014 after the winter break. We informed Senators via the FAQ
63 sheet.
 - 64 • MILS courses have 'existed at CSUSM' since the early 1990s, and every catalog since at least
65 1994 has a section on Army, Air Force, and/or Navy ROTC explaining how CSUSM students
66 take ROTC at SDSU, meaning the MILS courses.
- 67
- 68 2. On what dates were the first Military Science courses taught at CSUSM? When were they first
69 approved? Who approved them?
- 70 ○ The SDSU MILS courses were first taught at UVA, and we are not yet sure when that started.
71 None of the people involved in that agreement are around anymore – not the UVA director,
72 the ROTC leaders of that time, nor Provost Cutrer (who may have known about it). It seems
73 this started in 2008 but we are not 100% sure.
 - 74 ○ The SDSU MILS courses were first taught in CSUSM classrooms in Spring 2012. We think this
75 was arranged in late Fall 2011. David Barsky has confirmed that Provost Cutrer asked then-
76 AVP Barsky to arrange rooms for the Spring 2012 semester for the SDSU MILS classes when
77 UVA canceled its contract in mid-to-late Fall 2011 with SDSU's ROTC program to provide
78 space for them.
 - 79 ○ Since these were (and are) SDSU classes, there was no process for approving the courses at
80 CSUSM.
- 81
- 82 3. What was the review process for each Military Science course that has been offered at CSUSM? If
83 they were reviewed, when and how did this occur? Which committees reviewed, them, approved
84 them, and when did this happen? Which administrators reviewed them, approved them, and
85 scheduled them, and when did this happen? When the first Military Science courses were approved
86 for inclusion in the course schedule, which offices were involved in the approval process? If they
87 were reviewed, were there administrators involved? If so, who were the administrators?
- 88 • These are SDSU courses. The courses are not in the CSUSM course schedule. Students
89 register for the courses at SDSU, receive the course credit at SDSU, and transfer the course
90 credit to CSUSM.
 - 91 • The four lower division MILS courses (MILS 101, 102, 201, and 202) were proposed by
92 COBA and reviewed by UCC, came to Senate for a 1st reading in November 2013, and are
93 awaiting the 2nd reading at Senate. These four courses went through the regular curricular
94 review process, but have not been approved by Senate yet. The 2nd reading at Senate is
95 scheduled for April 23, 2014.
 - 96 • For more information on your questions, you'll need to contact other offices on campus
97 because we do not have any more information and are not equipped to do the research and
98 interviews that your list of questions requires.
- 99
- 100
- 101 4. If they were reviewed, did the process differ in any way from the review process for academic
102 courses?
- 103 • Re the review of the four LD MILS courses that have not yet been approved by Senate, one
104 difference is that they came to Senate for discussion rather than being placed on the consent

- 105 calendar after approval by the College Curriculum Committee and UCC. This was done due to
106 the recommendations from the ROTC Study Group report dated 4-7-01.
- 107 • We are not aware of other differences.
 - 108 • But you may be asking here about the SDSU MILS courses....
- 109
- 110 5. Was information about the existence or content of Military Science courses at CSUSM shared with
111 any faculty governance group or committee? If so, when, how, and with what committees or groups?
- 112 • Assuming you are talking about the SDSU MILS courses being taught in campus classrooms
113 since Spring 2012... we do not know if the existence or content of those courses was shared
114 with any faculty governance group or committee in Spring 2012 or AY 2012-13, and we do
115 not have the resources to query everyone who served on such groups or committees.
 - 116 • As for this year's senate officers, we did not know that the SDSU MILS courses were being
117 taught on campus until Dec 12, 2013.
- 118
- 119 6. What offices or departments were notified about the Military Science courses? When were they
120 notified? Who was in charge of those offices or departments?
- 121 • Assuming you mean the SDSU MILS classes... Academic Programs was notified in Fall 2011
122 when Provost Cutrer asked AP to find classrooms for them.
 - 123 • We do not know if any other departments were notified and do not have the resources to
124 research this.
- 125
- 126 7. Were the Military Science courses listed under Extended Learning or scheduled by Extended
127 Learning? If so, how and when did this occur? Who instructed Extended Learning to schedule the
128 courses, and who was in charge of Extended Learning at the time?
- 129 • These are SDSU classes. They are listed in the SDSU catalog. They are not listed as EL classes
130 because they are not EL classes.
- 131
- 132 8. Were the Military Science courses listed in any published or publicly accessible course schedules,
133 listing of courses, or catalogs? If so, when and where?
- 134 • These are SDSU classes. They are listed in the SDSU catalog.
- 135
- 136 9. Were any employees of CSUSM's Veterans Services notified about the existence of Military Science
137 courses when they were first offered? Were they notified at a later date? If so, when, and by whom?
- 138 • We have no idea and recommend you contact Veteran's Services.
- 139
- 140 10. Did any employees of CSUSM's Veterans Services know about the existing Military Science courses
141 during the AY 2008-2009 ROTC deliberations by the Academic Senate and ROTC Study Group? If so,
142 did they share this information with the Senate or Study Group?
- 143 • We have no idea and recommend you contact Veteran's Services as well as members of the
144 Study Group.
 - 145 • We have no information about whether Veteran's Services contacted Senate and do not have
146 the resources to query all members of senate committees, EC, and senators from that year.
- 147
- 148 11. Were any staff members or administrators in Academic Programs notified about the existence of
149 Military Science courses when they were first offered? Were they notified at a later date? If so,
150 when, and by whom?
- 151 • Then-AVP Barsky was asked to find classrooms for the SDSU MILS classes for the Spring
152 2012 semester. He enlisted the services of Criselda Yee, in her capacity as Academic
153 Scheduler in Academic Programs. This is all that we know.
 - 154 • David Barsky reports that this was handled as a "one-off" assignment in the course of a few
155 hours, and not reported to anyone other than Provost Cutrer. To the best of his knowledge,
156 the only people involved in these communications were himself, Ms. Yee, Provost Cutrer and
157 the ranking ROTC officer (name forgotten).
- 158

- 159 12. Did administrators or staff members in Academic Programs know about the existing Military Science
160 courses during the AY 2008-2009 ROTC deliberations by the Academic Senate and ROTC Study
161 Group? If so, did they share this information with the Senate or Study Group?
162 • Then-AVP Barsky reports that he had no knowledge of any ROTC courses on campus until
163 Fall 2011, and that – because the matter was handled quickly –it was not entirely clear to
164 him even then that these were “courses,” as opposed to “activities.”
165
- 166 13. The FAQs sheet mentioned above states that the "Army ROTC has 3 offices on the 6th floor of Craven
167 Hall since 2009 and more recently a storage container for equipment near the Mangrum Track."
168 Who authorized this use of space, and when was this done?
169 • We do not know when the offices were authorized or by whom. The assignment of the 3
170 offices to ROTC predates Provost Oberem. The current ROTC leadership at SDSU is not sure
171 either but may be able to research this. The storage container was approved more recently,
172 most likely under Provost Cutrer, but we do not know the details. Changing personnel at
173 SDSU ROTC headquarters makes it hard to drill down to this information. But we can put you
174 in touch with Lt. Colonel Turner at SDSU and he may be able to have his staff research this.
175
- 176 14. Did Provost Emily Cutrer know about the existence of Military Science courses at CSUSM? If so, when
177 was she first aware of these courses? If so, did she share this information with the Academic Senate,
178 or with any faculty governance group or committee?
179 • Provost Cutrer asked then-AVP Barsky to help find classrooms for the SDSU MILS classes for
180 Sp 2012, so she surely knew then.
181 • We do not know if she was aware of the SDSU MILS classes being offered at UVA.
182 • We do not know if she shared any of this information with the Senate at that time or with
183 any faculty governance group or committee, and we do not have the resources to research
184 this.
185
- 186 15. Prior to Fall 2013, did Provost Graham Oberem know about the existence of Military Science courses
187 at CSUSM? If so, when was he first aware of these courses? If so, did he share this information with
188 the Academic Senate or with any faculty governance group or committee?
189 • No, Provost Oberem did not know that the SDSU MILS courses were being taught in CSUSM
190 classrooms prior to Dec 12, 2013. It was Senate Chair Bennett who informed him after the
191 12-12-13 meeting with then-Captain Orezzaoli.
192
- 193 16. Prior to Fall 2013, did President Karen Haynes know about the existence of Military Science courses
194 at CSUSM? If so, when was she first aware of these courses? Did she share this information with the
195 Academic Senate or with any faculty governance group or committee?
196 • We do not know if President Haynes knew that the SDSU MILS courses were being taught at
197 UVA or in CSUSM classrooms.
198
199

200 Recognizing that curriculum design and development are the responsibility of the faculty, and with a focus on
201 transparency in university governance, we believe the campus community deserves full disclosure. Answers
202 to these questions will clarify the current situation and enable us to understand: How it is that many
203 members of the university community learned only in the last few months about the existence of 100-, 200-,
204 and/or 300-level Military Science courses that have been taught on our campus since as early as 2008? [We](#)
205 [agree and share this question.](#)
206
207

208 Sincerely,

209
210 Linda Pershing, Professor, Interdisciplinary Programs
211 Jocelyn Ahlers, Professor, Liberal Studies
212 David Avalos, Professor, Visual and Performing Arts

213 Jonathan Berman, Associate Professor, Visual and Performing Arts
214 Heidi Breuer, Professor, Literature and Writing
215 Sharon Elise, Professor, Sociology
216 Alicia Gonzalez, Associate Professor, Sociology
217 Minda Martin, Associate Professor, Visual and Performing Arts
218 Mary Jo Poole, Lecturer, Sociology
219

To: President Karen S. Haynes

From: David Avalos, Professor, Visual & Performing Arts
Staci Beavers, Professor, Political Science

Subject: Lecturer Inclusion in Eligibility for President's Faculty Awards

Each year, CSUSM celebrates faculty achievements showcased by the President's Awards for Outstanding Faculty. These awards serve as a powerful reminder of all aspects of active faculty members' roles, recognizing excellence in the areas of teaching, scholarly and creative activity, and service. While a separate Outstanding Lecturer Award recognizes the instructional contributions of the campus's contingent faculty, lecturers remain ineligible even to be nominated for the other President's Awards. This divide remains even while some CSUSM lecturers maintain rigorous scholarly and creative agendas and while many provide critical service contributions essential to our institution's functioning. And certainly CSUSM's lecturers rightfully take great pride in their "teaching innovation & excellence." Thus, we urge you to revise the eligibility criteria so that our lecturer colleagues can be nominated and considered as candidates for all President's Awards for Outstanding Faculty.

We recognize that lecturers are typically contracted solely to teach students and that most lecturers are not actively involved in campus life beyond their classes and their students and may not have significant opportunities to engage actively in scholarly/creative activities. Thus, most lecturers will not be nominated for these awards or are unlikely to produce files for the Service Leadership or the Scholarly & Creative Activity Awards that would make them truly competitive. (Indeed, most tenure-track faculty members are never nominated for these awards either, as few award nominations are received each year.) However, CSUSM continues to rely heavily on lecturers to fill some critical service leadership positions, and those lecturers who are actively engaged in service or scholarly/creative activities deserve the opportunity to be considered for campus-wide recognition. Further, "Teaching Innovation & Excellence" is certainly not limited to tenure-track faculty members; indeed, CSUSM's lecturers teach the vast bulk of students in the critical lower-division coursework that lays the foundations for student retention and later graduation success. In short, these faculty members have earned the opportunity for recognition by the campus as a whole.

This year, Professors Avalos and Beavers chaired the review committees for the Service Leadership and Teaching Innovation and Excellence Awards, respectively. We appreciated the opportunity to assist with celebrating our faculty colleagues'

achievements, but we were both struck by the explicit limitation on faculty eligibility and agreed to bring our concerns to your attention. However, we are encouraged that your most recent award (Inclusive Excellence and Diversity) is not limited to tenure-track faculty and is inclusive of lecturers.

We would welcome the opportunity to discuss the matter with you in person or to answer any questions via email or phone.

California Faculty Association (CFA)

- The CFA bargaining team continues to negotiate a new Contract with the Chancellor's Office. The most recent meetings focused on issues involving Extended Learning and the appointment and evaluation of Lecturers and Tenure-Track faculty. Fifteen more meetings are scheduled before the expiration of the current Contract on June 30. Please show your support by displaying a 100-Day Countdown sign on your office door (available from CFA Chapter President Engen and the Chapter office in KEL 5002).
- On April 1-2 CFA chapter contingents participated in Lobby Days in Sacramento, meeting with State Legislators to lobby for an increased budget for the CSU and legislation affecting the university. AB 2153 seeks to prevent EL courses from "supplanting" (replacing) state-funded courses that are required core curriculum for undergraduate majors. Such supplanting further privatizes the CSU and imposes greater fees on students to take the courses they need to complete their majors, while also potentially limiting the faculty rights guaranteed for state-funded faculty through the CBA. SB 46 seeks to control how private contractors with the CSU use information regarding students and faculty. It would protect student confidentiality and faculty intellectual property rights, while also allowing the CSU to evaluate the effectiveness of its private contractors.
- On March 27 budget specialist Dr. Howard Bunsis, Professor of Accounting at Eastern Michigan University, came to CSUSM to present his analysis of our university's budget. His analysis shows that although the CSU and CSUSM suffered through some difficult budget times in recent years and still need more funding to get back to where they were before 2008, the situation has improved, and CSUSM has sufficient funds *at least* to address salary inequities among faculty through an Equity Salary Increase Program, which our campus President has the prerogative to call for by the terms of the CBA. Our CFA Chapter has made Bunsis' Powerpoint presentation available to the campus community through an email message to all CFA members.
- Our Chapter of CFA has proposed a resolution through the Executive Committee for approval by the Academic Senate that calls on President Haynes to implement an Equity Salary Increase Program immediately in light of the budget analysis of Howard Bunsis and the impending expiration of the current Contract. The resolution is up for a first reading at the April 23rd meeting of the Academic Senate, and we welcome questions and suggestions from Senators for its improvement before its second reading during the May 7th meeting of the Academic Senate.
- Our Chapter website and Facebook have been under revision and will be unveiled soon. Please be on the lookout for an upcoming announcement.

ASI President Academic Senate Report

California State Student Association

April CSSA was held at SDSU, in their new student union (ours is better). Continued discussion was held concerning the new student fee (\$2.00 dollars per student, per semester) that would fund CSSA. Still up to Legislature or the Trustees to implement such a fee.

May CSSA will be May 2-4 at Channel Islands. Update on that meeting will be in the May Senate Report.

Transcripts

Thanks to IITS and EMS, unofficial student transcripts can now be downloaded off of my.csusm as a PDF. Before, students would have to copy and paste or screenshot their transcripts into a word processor to be able to print or email them out. Now, students, with one click, can download their transcripts and either save them or print them off easily.

ASI Budget

ASI Budget was approved at the March 28th meeting. Major changes include:

-ASI has taken control and now financially supports the Student Emergency Funding. Funding is at about \$8000. Students can apply or be recommended by faculty or staff.

-Increased ALF (ASI Leadership Fund) by \$2000, now at a total of \$27,000. Students and organizations can apply to this fund to support events, conferences, or leadership development opportunities.

Student Neighborhood Relations Commission

SNRC is a San Marcos city commission composed of community, business, city, and university (both Palomar and CSUSM) representatives. In the fall, SNRC recommended that the city institute a street sweeping program to combat student parking in neighborhoods near Palomar College. The city has received comments/complaints about students parking in Industrial Park, the business area on the north side of Barham across from campus. Starting late summer, and going through the fall, parking in Industrial Park will be limited to two hours. All curbs will be painted, and new signage will go up to combat student parking in and around the businesses across the street. A review of the program will happen in the fall to see if any changes need to be made. Violators will be cited (~\$40-\$50).

Upcoming Events

Tukwut Leadership Awards Night will be April 23 from 5:30-8:00pm. TLAN is the major awards night of the year to highlight CSUSM students, programs, orgs, and advisors.

The last ASI Board of Directors meeting will be April 25 from 2-4pm.

ASI, Advancement, and USUAB will be showing 'The Hornets Nest' on March 28th in the USU Ballroom. The producer will be doing a Q&A afterwards, and light refreshments will be provided.

Undie Run will be May 1st at 6pm.

Fun Facts

Check out the USU Grand Opening photos on Facebook (a really popular social networking site).

