

ACADEMIC SENATE MEETING

Wednesday, May 7, 2014
1 – 2:50 p.m. (approx.)
Commons 206

- I. Approval of agenda
- II. Approval of minutes of 04/23/14
- III. Chair's Report
- IV. Vice Chair's report
- V. Secretary's report: No report
- VI. Consent Calendar* *attached*
 - UCC Recommendations

*Pending EC approval

- VII. Action items *These are items scheduled for a vote, including second reading items.*
 - A. APC Policy on Centers and Institutes *attached*
 - B. APC Dual Listing of LD and UD courses *attached*
 - C. FAC University RTP policy, Article on Applicability of Departmental RTP Standards *attached*
 - D. FAC Psychology Department Standards for RTP *attached*
 - E. FAC CEHHS Speech Language Pathology RTP Standards *attached*
 - F. Chair Use of clickers at senate
 - G. EC/NEAC Standing Rules, Removing Item from Consent Calendar *attached*
 - H. UCC/BLP MS in Speech Language Pathology *attached (3)*
 - I. EC (majority vote) Resolution, Equity 3 Salary Increases *attached*
 - J. UCC/BLP Pre Health Professions Certificate *attached (3)*
 - K. LATAC: Resolution in Support of Open Access for Faculty Publication *attached*

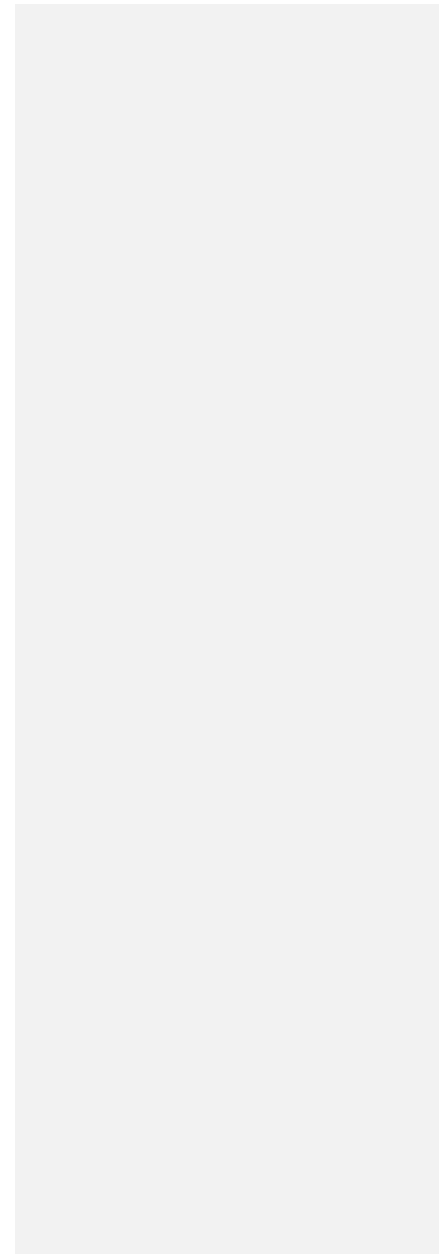
- VIII. Discussion items
Meuelemans/Eisenbach Undergraduate Learning Outcomes, Presentation, **Time certain: 2:15pm**

- IX. President's Report: Karen Haynes **Time Certain: 2:30**
- X. Provost's Report: Graham Oberem
- XII. ASI Report: Matt Walsh
- XIII. ASCSU report: Brodowsky/Barsky
- XIV. CFA report
- XV. Standing Committee reports: *attached (BLP, FAC, LATAC, NEAC, SAC, UCC)*
- XVI. Information items
SAC Definitions of Engaged Learning

- XII. Senators' concerns and announcements

Next meeting: September 3, 2014

Thanks for a terrific year, Senators!



REFERRALS TO COMMITTEES

Committee	Description
FAC	CHABSS, Economics Dept RTP Standards
LATAC	Faculty Preparation for Online Teaching

Consent Calendar
UCC Course/Program Change Proposals & Reconciliation

EDMX	635	Education Specialist - Curriculum and Instruction: Moderate/ Severe Disabilities	C-2	Jodi Robledo	11/4/2013	4/24/2014
BUS		B.S. in Business Administration	P-2	Wayne Neu	2/10/2014	4/24/2014
BUS	204	Business Statistics	C	Fang Fang	2/10/2014	4/24/2014
BUS	322	Introduction to Data Analytics	C	Fang Fang	2/10/2014	4/24/2014
BUS	324	Introduction to Business Analytics	C	Fang Fang	2/10/2014	4/24/2014
KINE		B.S. in Kinesiology	P-2	Jeff Nessler	10/29/2013	4/24/2014
KINE	300	Biomechanics of Human Movement	C-2	Jeff Nessler	10/29/2013	4/24/2014
KINE	305	Movement Anatomy	C-2	Jeff Nessler	3/11/2014	4/24/2014
KINE	311	Movement Pedagogy	C	Paul Stuhr	3/11/2014	4/24/2014
KINE	326	Introduction to Exercise Physiology	C-2	Jeff Nessler	10/29/2013	4/24/2014
KINE	403	Measurement and Evaluation in Kinesiology	C-2	Jeff Nessler	10/29/2013	4/24/2014
KINE	404	Introduction to Epidemiology	C-2	Jeff Nessler	10/29/2013	4/24/2014
KINE	405	Health and Drug Education	C-2	Jeff Nessler	10/29/2013	4/24/2014
KINE	407	Principles of Health Promotion and Education	C-2	Jeff Nessler	10/29/2013	4/24/2014
KINE	415	Eating Disorders and Weight Control in Sports	C	Jeff Nessler	10/29/2013	4/24/2014
KINE	495	Internship	C-2	Jeff Nessler	10/29/2013	4/24/2014
MSW	525	Law and Ethics	C-2	Gigi Nordquist	9/24/2013	5/1/2014
GBM	495	Global Business Experience	C	Catalin Ratiu	4/16/2014	5/1/2014
NURS		B.S. in Nursing - Traditional Option	P-2	Nancy Romig	3/6/2014	5/1/2014
NURS		B.S. in Nursing - Accelerated Option	P-2	Nancy Romig	3/6/2014	5/1/2014

NURS		B.S. in Nursing - RN to BSN Option	P-2	Nancy Romig	3/6/2014	5/1/2014
NURS	212A	Pathophysiology and Pharmacology of Nursing Practice I	C-2	Nancy Romig	3/6/2014	5/1/2014
NURS	316A	Pathophysiology and Pharmacology for Accelerated BSN Students I	C-2	Nancy Romig	3/6/2014	5/1/2014
NURS	320	Nursing Care of Adults III	C-2	Nancy Romig	3/6/2014	5/1/2014
NURS	321	Nursing Care of Adults III Laboratory	C-2	Nancy Romig	3/6/2014	5/1/2014
NURS	370	Health Promotion and Patient Education Strategies	C-2	Nancy Romig	3/6/2014	5/1/2014
NURS	445	Nursing Case Management of Vulnerable Populations Laboratory: Community-Based	C-2	Nancy Romig	3/6/2014	5/1/2014
NURS	491	Transition to Nursing Practice Internship	C-2	Nancy Romig	3/6/2014	5/1/2014
NURS	493	Senior Nursing Externship	C-2	Nancy Romig	3/6/2014	5/1/2014
ENVR		B.A. in Environmental Studies	P-2	M. McDuffie, P. Stricker, G. Vourlitis	11/27/2013	5/1/2014
ENVR	105	Introduction to Biology/Ecology	C-2	M. McDuffie	3/18/2014	5/1/2014
BIOT		Biotechnology	P-2	Bianca Mothe	11/8/2013	5/1/2014
BA	680	Masters Project	C-2	Beverlee Anderson	10/14/2013	5/1/2014
MATH	440	Introduction to Mathematical Probability and Statistics	C-2	David Barsky	11/8/2013	5/1/2014
PSCI	319	Special Topics in American Politics	C	Cyrus Masroori	11/14/2013	5/1/2014
PSCI	349	Special Topics in Comparative Politics	C	Cyrus Masroori	11/14/2013	5/1/2014
PSCI	369	Special Topics in International Relations	C	Cyrus Masroori	11/14/2013	5/1/2014
PSCI	379	Special Topics in Political Theory	C	Cyrus Masroori	11/14/2013	5/1/2014

1 I. CENTERS AND ~~INSTITUTIONS~~ INSTITUTES AT CSU SAN MARCOS

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

11
12 Centers and institutes report administratively to the ~~associate vice president for research (AVPR)~~ President (or the
13 President's designee), in Academic Affairs, who is the ~~provost's designee~~ as the appropriate administrator for
14 centers and institutes. The ~~AVPR appropriate administrator~~ will oversee, publicize, and promote their activities, and
15 will work collaboratively with the centers and institutes to set appropriate goals for success and sustainability. The
16 appropriate administrator AVPR will coordinate the periodic evaluation of centers and institutes.

17
18 For the following centers, the appropriate administrator will continue to be the associate vice president for research:
19 Center ARTES, California Indian Culture and Sovereignty Center, Center for Leadership Innovation and Mentorship
20 Building, and the National Latino Research Center.
21 The appropriate administrator for other centers shall be determined at the beginning of the approval process (See
22 Section II).

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24 The principal reason for establishing a center or institute is to bring into focus the communication, learning,
25 research, or other efforts of faculty, students, and staff interested in an area of study or service not normally offered
26 by a single academic department or program. A center or institute can enhance service and professional development
27 opportunities for students, faculty, and staff; build links with government, industry, and community organizations;
28 foster interdisciplinary work; aid in obtaining external support; and complement the instructional program.
29 Affiliation of centers and institutes with the University connotes performance of the activity in the name of and
30 with the endorsement of the University. University centers and institutes promote internal and external recognition
31 of the University's activities, and provide opportunities for students, staff, and faculty to extend the mission of the
32 University.

33 In general, institutes tend to be larger and more complex organizations than centers, which in turn tend to have more
34 focused missions than institutes. Centers may, for example, be housed administratively under institutes.
35 A campus entity proposed as an "institute" or a "center" should be reviewed for its applicability to this policy. -The
36 administrative lead of such an entity should submit documentation outlining its functions to the appropriate
37 administrator AVPR. The appropriate administrator, AVPR in consultation with the PProvost, will review the
38 documentation and make a recommendation to the President. -The President will make the decision regarding the
39 entity's applicability to this policy.

40 II. PROCEDURES FOR OFFICIAL RECOGNITION OF A CENTER OR INSTITUTE

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

45 A. Identify appropriate administrator. ~~A. Working proposal development.~~ Normally an officially recognized center
46 or institute is the result of a collaborative proposal from faculty. The founders of a center or institute should
47 begin by meeting with the President or President's designee to identify the associate vice president for research
48 (AVPR) appropriate administrator.

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49 B. Working proposal development. The founders of a center or institute should meet with the appropriate
50 administrator to discuss and refine the following concepts:

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- 51 1. outline the scope of the center or institute;
- 52 2. describe its relationship to the mission of the institution;
- 53 3. show how the center or institute better serves the outlined needs ~~outlined~~ than ~~the an~~ existing departmental,
54 school, or university organization;
- 55 4. explore the proposed financial and other support obligations of the University to the center or institute.
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57 These discussions are designed to lead to the development of a written working proposal, or prospectus, and may
58 involve other members of the university community.

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- 59 | **BC.** Formal proposal development. Once the affiliated areas of the university have given conceptual approval for
60 | the project to proceed to the proposal stage, the initiators will prepare a formal proposal. The formal proposal will
61 | consider and answer, among other questions, the following:
- 62 | 1. Rationale
 - 63 | a. Why is the new center or institute needed?
 - 64 | b. Why is the present organizational structure not able to accommodate these needs?
 - 65 | 2. Mission
 - 66 | a. What activities will the center or institute promote?
 - 67 | b. How does the center's/institute's mission support the mission of the university?
 - 68 | 3. Structure and personnel
 - 69 | a. What is the proposed organizational structure of the center or institute?
 - 70 | b. What will be the responsibilities of the center or institute director? Who will be the founding
71 | director?
 - 72 | c. Who are the unit's founding members and how does their expertise relate to its purpose?
 - 73 | d. What are the rights, responsibilities, and benefits of membership in the center or institute?
 - 74 | e. Will the center or institute have an advisory board? For what purpose? How will members be
75 | selected?
 - 76 | 4. Relationship of the center or institute to other university entities
 - 77 | a. Which programs, administrative units, colleges or library, other centers or institutes will be
78 | involved in the proposed new center or institute?
 - 79 | b. What effect will the center or institute have on the faculty's department(s) academically,
80 | operationally, and financially?
 - 81 | c. What is its relationship to teaching, coursework, and the instructional program of the faculty's
82 | proposer's home department(s), if applicable?
 - 83 | 5. Operating expenses, facilities, and equipment
 - 84 | a. What support for the center or institute will be derived from non-university sources?
 - 85 | b. What operating support from the University is required for this center or institute to be functional
86 | on an ongoing basis?
 - 87 | c. What space and facilities will be needed?
 - 88 | d. What other equipment will be needed?
 - 89 | e. What Describe the computer and telecommunications needsequipment will be needed?;
 - 90 | f. Describe-Whatany needs for library collections and/or services will be needed?;
 - 91 | 6. Financial support
 - 92 | a. How will the center or institute be financed for the first three years and for at least five years
93 | thereafter? Specifically address the anticipated personnel, operating, space, equipment, and other
94 | costs and how they will be supported.
 - 95 | b. What will happen if outside sources of funding are no longer available after the center or institute
96 | is formed?
 - 97 | 7. Evaluation
 - 98 | a. All centers and institutes will undergo periodic evaluation. What are the critical elements that will
99 | go into an assessment of the center or institute's degree of success?

100 | **CD.** Proposal submission. The faculty-initiators send the formal proposal to the associate-vice-president-for-research
101 | (AVPR)appropriate administrator, who will make a recommendation regarding establishment of the center or
102 | institute. The appropriate administrator's AVPR's-recommendation will include:

- 103 | • identification of the reporting line for the center director;
- 104 | • comments on the technical merits of the proposal; (i.e., responses in the formal proposal to the above
105 | questions);;
- 106 | • a summary of comments received from consulting faculty, staff, and administrators (including the
107 | University Auxiliary & Research Services Corporation (UARSC); Foundation);
- 108 | • identification of the University's and UARSC's Foundation's obligations and responsibilities regarding
109 | institutional support for the center or institute;
- 110 | • a determination concerning the proposed unit's financial viability, including the identification of any
111 | university resources essential to its operation;

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- 112 • a finding that all proposed center operations are in conformity with applicable laws and regulations and
113 with the California State University and campus risk management policies.

114 Within four weeks of receipt of the formal proposal the appropriate administrator AVPR will send the proposal,
115 accompanied by her/his recommendation, to the Pprovost and the chair of the Academic Senate. The senate chair, in
116 turn, will consult with appropriate senate standing committees and either (a) forward the package to the pProvost
117 (accompanied by a senate recommendation); or (b) return the proposal (accompanied by questions, commentary,
118 and/or suggestions) to the proposers/appropriate administrator AVPR for further development, with a copy of the
119 senate's response to the Pprovost. The senate chair has six weeks in which to formulate and forward the senate's
120 recommendation and forward it to the pProvost. If either the appropriate administrator AVPR or the senate chair
121 has not completed her/his recommendation within the allotted time, the recommendation will be automatically sent
122 forward to the next step of review.

123 If the Phe/she provost approves the proposal and the cCenter/iInstitute is to be established in Academic Affairs, the
124 phe/she provost will forward the complete package to the pPresident for action, with a copy to the appropriate
125 administrator, along with a letter of intent identifying the University's obligations and responsibilities to the center
126 or institute, and a draft charter outlining the cCenter's/iInstitute's functions and operations. If the proposed
127 cCenter/iInstitute will be outside of Academic Affairs, the Pprovost will notify the appropriate administrator of
128 his/her approval and the appropriate administrator will then forward the complete package to the PPresident, as
129 described above. The provost Pprovost will strive to complete her/his determination within four weeks. The final
130 decision regarding establishment of a center or institute resides with the PPresident of the university.
131 Normally a A center or institute will be granted a written charter that governs the operation of the center or
132 instituteits operations for up to six years, renewable upon approval of the PPresident or designee (see evaluation
133 procedures).

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134 III. ADMINISTRATION AND ANNUAL REPORT

- 135 1. Each center or institute shall be administered by a director. The PPresident or designee appoints the center
136 or institute director, after consultation with the search committee and/or the advisory board, (if any),; and
137 the appropriate administrator associate vice president for research. The director will:
- 138 a. be responsible for establishing a vision and goals which support the mission of the center and the
139 University;
 - 140 b. be responsible for financial management of the center or institute, ensuring fiscal solvency;
 - 141 c. assure that the center or institute operates in accordance with all current university policies;
 - 142 d. obtain appropriate approval for noncredit course offerings, if any;
 - 143 e. provide consultation with the advisory board (if one exists);
 - 144 f. prepare the annual report for presentation to the appropriate administrator associate vice president
145 for research;
 - 146 g. prepare the self-study for the center or institute's periodic evaluation;
 - 147 h. be reviewed in accordance with the terms set forth in the charter of the center or institute.
- 148 2. Centers and institutes may have advisory boards, as appropriate.
- 149 3. Administration of finances of the center or institute, except for that portion from the State budget, will
150 normally be handled by the CSUSM UARSCUARSC Foundation
- 151 a. When the center or institute receives indirect funds (F&A) from grants for which the center or
152 institute receives resources from a department, the director will negotiate appropriate F&A
153 reimbursement for the departmental resources.
- 154 4. The director shall prepare, sign, date, and submit an signed annual report at the close by May 15 of each
155 academic year to the associate vice president for research to the appropriate administrator. The report shall
156 include a summary of:
- 157 a. pProjects accomplished during the year, including a listing of the faculty, staff, and students
158 involved in each and their respective responsibilities (including a listing of the personnel involved
159 in each – faculty, staff, students – and their responsibilities);
 - 160 b. aA balance sheet showing the financial status of the center or institute, including information on
161 revenues and expenditures;
 - 162 c. pProposals for external funding submitted during the year;
 - 163 d. nNames, titles, and organizational affiliations of persons serving on the advisory board;
 - 164 e. mMajor challenge or issue;
 - 165 f. aAssessment activities; and
 - 166 g. pProposed goals for the following academic year.

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- 167 | ~~g-h.~~ The appropriate administrator AVP R will meet with the director to review the annual report
168 | 5. All operations will follow all current policies of the university, including the following:
169 | a. ~~The California State University, San Marcos Foundation~~ University Auxiliary and Research
170 | Services Corporation (UARSCUARSC) shall act as depository and fiscal agent for the center or
171 | institute for non-state funds and provide appropriate accounting and related services, except for the
172 | following: all non-degree credit and non-credit certificate programs and all courses for continuing
173 | education credit will be offered through Extended Studies Learning and funds will be deposited in
174 | the "CERF" account.
175 | b. All awarded grants and contracts related to a center or institute must follow established campus
176 | procedures, including appropriate approvals at the proposal stage. All grant and contract funds
177 | received by a center or institute from external sources must be processed through ~~the CSUSM~~
178 | UARSC Foundation.
179 | 6. A center or institute may offer non-credit courses (~~whether credit or non-credit~~) only upon approval by the
180 | appropriate academic unit(s).
181 | 7. Members of a center or institute do not have academic titles unless they have them by virtue of an
182 | appointment in a college/library unit.

183 | IV. PROCEDURES FOR PERIODIC EVALUATION OF A CENTER OR INSTITUTE

184 | ~~The formal evaluation of Each each~~ center or institute will ~~be formally evaluated begin~~ in the fifth year from the
185 | date of its charter or charter renewal ~~and conclude at least four months before the expiration of the center's charter~~.
186 | The review committee shall be constituted as follows:

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

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

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

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

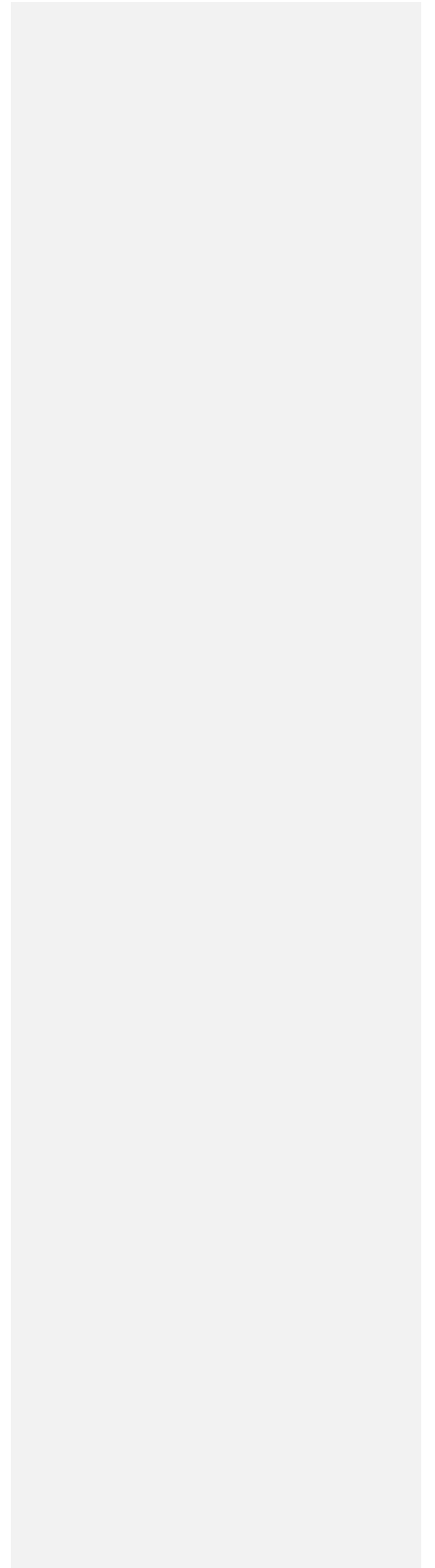
206 | The review committee's report of the findings, conclusions, and recommendations shall be discussed with the
207 | director. ~~The committee's final report will be signed and dated by the committee chair and then~~ submitted to the
208 | ~~P~~provost. The recommendations will also be reported to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

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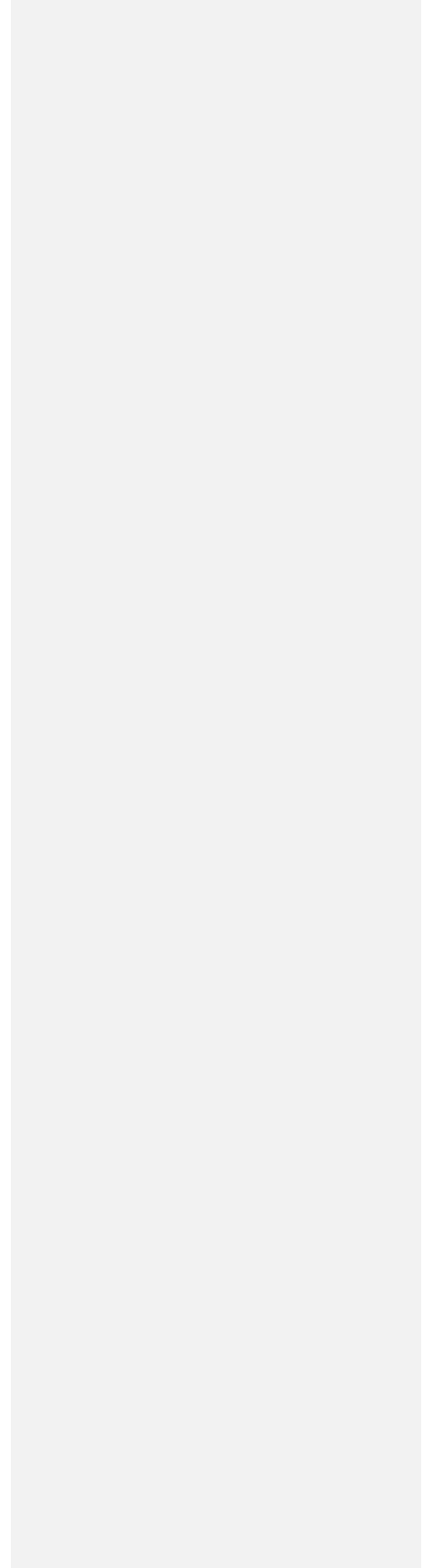
213 | Unless a center or institute's charter ~~renewal~~ is formally renewed by the ~~P~~resident following the evaluation process
214 | outlined above, the center or institute will cease to exist no later than June 30 of the sixth year following its
215 | establishment or most recent renewal. Upon termination,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

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

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



1



Definition

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

Authority

The president of the university

Scope

This policy applies to all CSUSM undergraduate courses..

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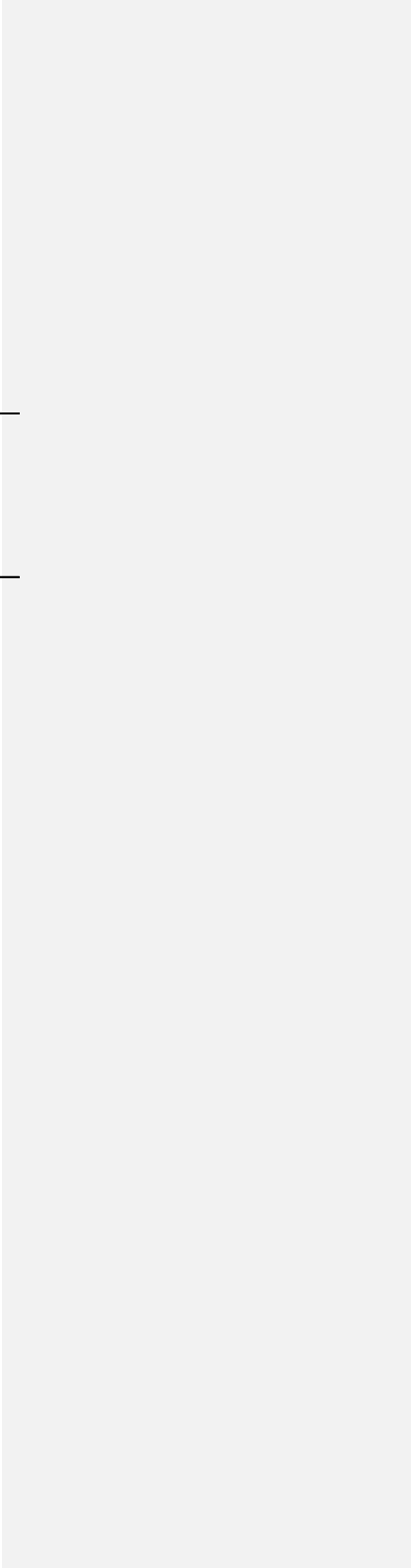
Karen S. Haynes, President

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



15 **Preamble**

16 California State University San Marcos allows departments to offer lower-division (100- or
17 200-level) undergraduate courses with upper-division (300- or 400-level) courses having
18 similar course content in a dual-listed arrangement with a single instructor and a common
19 meeting schedule. The dual-listing of lower-division courses with appropriate upper-division
20 courses is a means of facilitating course offerings in circumstances where limited resources
21 would prohibit the offering of courses in the same subject area at both levels concurrently.
22 Such dual-listing could be quite appropriate in studio or activity-based courses. Dual-listing
23 of courses may be necessary in order to provide sufficient offerings within some subject
24 areas. This policy addresses the need to ensure the quality and rigor of dual-listed courses.

25

26 **I. CRITERIA**

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

30 A. The lower-division and upper-division courses must cover similar course content. The
31 titles and descriptions of the two courses must reflect the similarity of the subject matter.
32 The courses must meet in the same classroom at the same time and have the same
33 instructor.

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

38 1. 100- and 300-level

39 2. 200- and 400-level

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

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

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

48 F. Students who have completed the upper-division course for credit with a C or better
49 grade may not take the lower-division for credit.

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

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

54 I. If the total enrollment of the dual-listed courses meets minimal enrollment expectations
55 for at least one of the courses of the pair, the dual-listed courses shall be considered to
56 have met minimal enrollment. The combined enrollment shall not exceed the capacity of
57 either of the dual-listed courses.

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

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

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

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

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

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

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

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

83 5. Proposals for dual-listing of courses can be submitted at the same time as the
84 proposals for review of the courses as new courses. Approval of the courses is not
85 contingent upon approval of the dual-listing; however, dual-listing is contingent upon
86 the approval of the courses. Proposals for dual-listing of courses can be submitted
87 for already-existing courses if accompanied by a complete syllabus for both courses.

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

94

95 **II. PROGRAM REVIEW**

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

1 ~~In light of the special status of dual listed courses, it is expected that the review of these~~
2 ~~courses will be especially thorough.~~

3
4 **Faculty Affairs Committee**

5 **Second Reading: Applicability of Department (or equivalent) and College (or equivalent) RTP Standards**

6
7 *FAC Rationale:*

8
9 *During FAC's review of new department standards for the Department of Speech Language Pathology (SLP) and*
10 *the Department of Psychology, it became clear that some faculty in the CEHHS and the Library have an "opt-out"*
11 *option regarding new or significantly changed college RTP standards. Further, SLP proposed to extend this same*
12 *option in their new department standards. The Department of Psychology, by contrast, submitted a department RTP*
13 *document that was silent on the issue, meaning that the new standards would apply to all.*

14
15 *The Executive Committee charged FAC with developing a policy that would apply to all probationary and tenured*
16 *faculty, and so this element has been removed from the SLP document and it is being addressed separately here as a*
17 *new rule that would be added to the university RTP document.*

18
19 *FAC is attempting to create a mechanism through which a faculty member may formally signal their choice to*
20 *exempt themselves from the new or substantially revised department/college document. FAC does not envision that*
21 *the faculty member must present their reasons, and FAC believes such a request should be granted automatically (if*
22 *the rules are followed).*

23
24 *Update for Second Reading*

25 *Nava posted on the FAC website a document called "Notes on the Applicability of Department RTP Standards*
26 *(5/1/14) which contains all feedback received upon the first reading in the Academic Senate on 4/23/14. The notes*
27 *are seven pages long and so are not included here. The feedback varied broadly but significantly, there was strong*
28 *support for FAC's exemption concept. Some commenters suggested that FAC work with a student "catalog rights"*
29 *model, but that does not pertain precisely because the university has created and revised RTP documents over the*
30 *years, and up until now, the principle has been that they all automatically apply. The "opt-out" exemption model*
31 *gets as close as possible to "catalog rights" by giving all tenure-track and tenured faculty the right to exempt*
32 *themselves, but the norm is that new/revised RTP standards otherwise apply to all.*

33 *FAC would like to clarify that it has carefully read relevant articles in the Collective Bargaining Agreement (CBA):*
34 *12.2, 15.1 and 15.3. In it's feedback to FAC following the first reading, CFA emphasized CBA 15.3:*

35 *15.3 Evaluation criteria and procedures shall be made available to the faculty unit employee no later than*
36 *14 days after the first day of instruction of the academic term. Evaluation criteria and procedures shall be*
37 *made available to the evaluation committee and the academic administrators prior to the commencement of*
38 *the evaluation process. Once the evaluation process has begun, there shall be no changes in criteria and*
39 *procedures used to evaluate the faculty unit employee during the evaluation process.*

40 *The CFA Faculty Rights team's interpretation of 15.3, lead them to recommend that*

41 *... FAC ... support an opt-in version instead. Namely, since faculty (will) have been hired under a previous*
42 *set of standards, they should be held to them, much like students have "catalog rights" protection. Instead,*
43 *the faculty member should have the ability to opt in by requesting to be held to the new standards if they so*
44 *choose. "*

45 *Please note that at FAC's meeting on 5/5/14, FAC heard an oral report from CFA, presented by CFA representative*
46 *Mayra Besosa. She summarized CFA's continuing recommendation for an "opt-in" model rather than FAC's*
47 *proposal. FAC discussed the matter in detail.*

48 *FAC declines to change to an opt-in model because this would not be consistent with the established practice that*
49 *RTP policies apply to all upon presidential approval. FAC is attempting to create an exemption **only** for Department*

50 (or equivalent) and College (or equivalent) RTP standards; changes to the university RTP document should
51 continue to apply to all.

52 FAC reads 15.3 to mean that the Candidate shall have fair notice of the standards **before** an evaluation process
53 begins. Since CBA 15.1 defines "evaluation" as either a periodic evaluation or performance review, FAC's
54 proposed exemption rule would be fully compliant with the spirit and letter of 15.3.

55 FAC emphasizes that individual tenure-track and tenured faculty that participate in the process of writing or
56 revising their unit's department/college (equivalent) standards are participating in a fundamentally important
57 aspect of shared governance. Faculty are participating in the drafting of the standards by which their performance
58 will be evaluated, and this is both an important responsibility and right. FAC assumes that each faculty member will
59 participate actively in this process, and further, FAC assumes that the document ultimately approved by the
60 department is intended to assist and support all tenure-track and tenured faculty as they develop their careers. That
61 said, FAC is committed to establishing the right for a tenure-track or tenured faculty member to exempt themselves
62 from those new/revised standards.

63 Significantly, as a result of the feedback on the first reading, FAC has changed the "4 year" exemption period to
64 allow exemption until the **next promotion/tenure review** and any periodic evaluations that precede it. The feedback
65 we received argued that it makes more sense to define the exemption in terms of the significant reviews rather than a
66 number of years.

- 67 • For probationary faculty, who are on a "tenure clock," this allows the exemption for the remaining
68 probationary period.
- 69 • For tenured faculty, who undergo periodic evaluation every five years, and who may request promotion at
70 any time, this allows them to exempt themselves until they obtain promotion.

71 In sum, these proposed rules give all continuing tenure-track and tenured faculty the option to exempt themselves
72 from new/substantially changed department/college (equivalent) RTP standards, which FAC believes is fair and
73 appropriate. These proposed rules would improve the situation by clearly presenting rules that apply to all tenure-
74 track and tenured faculty.

75 All text from the first reading version is included below. Additions are underlined and deletions are struck through.

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Applicability of Department (or equivalent) and College (or equivalent) 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.¹

~~For all probationary and tenured faculty, whether or not an exemption was obtained following the approval of new/substantially revised RTP standards, New/significantly revised Department (or equivalent) and College (or equivalent) RTP standards apply four years from to all probationary and tenured faculty upon the date of approval by the president, except those who exempt themselves according to the rules below.~~

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

The following rules specify who may and may not obtain an exemption:

Newly Hired Faculty (probationary or tenured) whose first periodic evaluation happens after (but within the same semester as) the approval of new or substantially revised department (or equivalent) and College (or equivalent) RTP standards are not eligible for an exemption.

All continuing probationary and tenured faculty **may exempt** themselves from new or substantially revised Department (or equivalent) and College (or equivalent) RTP standards through the relevant review for (1) tenure and promotion to Associate Professor; or, (2) promotion to Full Professors/Librarian/SSPAR III; or, Periodic Evaluation of Tenured Faculty². This is a one-time exemption.

To be exempted, the 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.³ Once this decision has been made, it may not be changed.

~~❖ All new probationary-tenure track faculty members and tenured 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. 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 Faculty 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.~~

¹ This article does not address the situation where minor changes are made to college or department (or equivalent) RTP standards.

² What was formerly called PTPE or post tenure review was renamed "Periodic Evaluation of Tenured Faculty" (Academic Senate 4/23/14.)

³ The WPAF checklist will need to be updated.

130 Exemption Form⁴

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

133
134 *By signing this form I am indicating that I will be exempt from the specific department or college standards*
135 *indicated below, and that the RTP standards attached to this document must be used by my reviewers.*

136
137
138
139 _____
140 *Department or College RTP Standards from which I am exempt*

141
142
143 _____
144 *Signature & Date*

145
146 *Attachment:*

147 _____
148 *Prior RTP standards to be used in lieu of those I am exempt from*

149 *Rationale: FAC has approved this document. FAC finds that this document coheres with the*
150 *CBA, the University RTP document, and is also consistent with the FAC Guidelines for*
151 *Department RTP Standards (Approved by the Academic Senate May 5, 2009).*

152
153 *In our discussion of the document, FAC has decided to request a table of contents appear at the*
154 *beginning of each department RTP document. FAC thanks the Department of Psychology for*
155 *working so collegially with the committee during the review process.*

156
157 *Feedback Received since April 9 Senate meeting:*

I have a comment about the required peer evaluations, specifically line 115 on page 38 of the Senate packet (section II.C.i.b). According to the language, all assistant professors require 3 peer observations in order to be considered for tenure. If faculty comes in with service credit, this could be a problem. Line 354 on page 42 clarifies a bit what happens with service credit, but it didn't seem clear that fewer observations would be required. Three observations would be onerous for faculty with a lot of service credit. My suggestion is that peer evaluations should be scheduled for the 2nd, 4th, and 6th year, and the number of them should not be mandated. That way, faculty with (say) 2 years of service credit would automatically need 2 evaluations, in their 2nd and 4th year.	FAC appreciates the question but even with the maximum number of two years of service credit, there would still be time to carry out the three observations. So no change is needed.
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Department of Psychology Standards for Retention, Tenure, and Promotion

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165 I. Introduction and Overview 19

⁴ To be added as an appendix in the university RTP document.
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189 **I. Introduction and Overview**

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This document elaborates on the CSUSM *Faculty Personnel Policies and Procedures for Retention, Tenure, and Promotion* and the CHABSS *College Standards and Procedures for Retention, Tenure, and Promotion*. It provides guidance to faculty members concerning the Psychology Department's expectations, and it guides review committees in recommendations related to retention, promotion, and tenure. In addition, it is intended to encourage faculty members to think carefully about how they can best contribute to the mission of the university and the Department throughout their careers. Faculty are encouraged to seek advice and assistance from more senior colleagues regarding ways to meet these expectations.

199 The Department expects the WPAF to demonstrate active engagement of the faculty member in his/her role as a
200 university professor. This may be shown in a variety of ways, depending upon the interests and strengths of the
201 faculty member, the faculty member's rank and experience, and the needs of the Department, University, and
202 community. However, each faculty member is expected to be actively engaged in each of the three RTP evaluation
203 areas. Of particular importance are the required self-reflection statements that must be included for all three areas of
204 evaluation.

205
206 Some activities cut across categories. For example, supervising student research and theses and co-conducting
207 research with students may represent teaching, service, and scholarly activity. In accordance with the University's
208 RTP Document, each activity must be assigned to only one category. However, the faculty member is encouraged to
209 demonstrate the activities' relevance to multiple criteria in their reflective statement.

210
211 At every review, probationary faculty in tenure-track lines should be able to clearly
212 demonstrate their progress toward the standards for tenure and promotion, as described below.
213 Additionally, faculty are expected to respond explicitly to advice offered in the most recent prior
214 review when submitting the file for subsequent evaluations.

215 **II. Teaching**

216 **A. Overview**

217 Effective teaching is indispensable for retention, promotion, and tenure. While the number
218 of courses offered by a faculty member in a given semester may vary, all faculty are expected to
219 teach courses on a regular basis and to teach courses that serve the needs of the Psychology
220 Department. Faculty are also expected to teach students outside of the classroom by serving on
221 and chairing thesis committees and supervising students in independent study and/or independent
222 research.

223
224 Effective teaching is multifaceted. Some of the practices and attributes that characterize
225 effective college teaching include the possession and continuing development of discipline-
226 specific and pedagogical knowledge; the use of varied instructional techniques; the planning,
227 implementing, assessing, and revising of learning interventions to achieve learning objectives;
228 and the reflection on feedback from students.

229

230 **B. Reflective statement**

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The teaching section of the WPAF centers on the reflective statement. In that statement, the faculty member should tell his or her "teaching story," and then directly support the points made in the story with items that provide evidence of teaching effectiveness. The reflective statement should begin with a brief description of teaching philosophy. The form the reflective statement takes will vary by faculty member, but each of the three aspects of teaching effectiveness described below must be addressed. In addition, issues raised at any level of the most recent prior review must be addressed. Changes made in response to feedback given in prior reviews should be documented or, if the faculty has chosen not to make suggested changes, an explanation should be given.

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- i. **Instructional methods:** the faculty member is expected to:
 - a. Effectively employ a variety of instructional methods such as lecture/discussion, active or collaborative learning, Socratic method, etc.;
 - b. Have an appropriate level of technological competence;
 - c. Be sensitive to diverse needs of students;
 - d. Provide prompt, constructive feedback to students;
 - e. Listen carefully and communicate respectfully with students.
 - ii. **Course content:** the faculty member's courses are expected to:
 - a. Reflect the scientific foundation of psychology;
 - b. Have learning goals that appropriately reflect a diversity of perspectives and breadth of content;
 - c. Promote the development of basic skills such as clear writing, critical thinking, information literacy, collaboration with peers, and articulate oral and written communication;
 - d. Incorporate ethical and diversity issues (where appropriate);
 - e. Include exams and assignments that require students to spend 2 additional hours on course-related work for every hour spent in class;
 - f. Result in fair but rigorous grading of students in accordance with the definitions of letter grades provided in the University Catalog.
 - iii. **Assessment:** the faculty member is expected to:
 - a. Have established specific, measurable learning outcomes;
 - b. Align evaluation of learning with learning outcomes;
 - c. Assess those learning outcomes;
 - d. Utilize the results of assessment to improve teaching and learning.
- C. Sources of evidence for teaching effectiveness**
- There are many ways by which a faculty member can demonstrate that s/he is an effective teacher. In all cases, items included in the WPAF should directly relate to points made in the reflective statement, and should be discussed in terms of how they demonstrate teaching effectiveness. Three required sources of evidence *must be* included in the WPAF and will be used to assess teaching effectiveness across categories. *The required sources listed in Section 1 below are necessary but not sufficient to demonstrate teaching effectiveness, and must be supplemented with additional evidence, exemplified by the types of evidence suggested in Section 2 below.*
- i. **Required evidence**
 - a. **University administered student evaluations of teaching** are required for all faculty but do not count as part of the 30 item limitation. We recognize that student evaluations will vary across faculty and course as a function of course type, course difficulty, teaching style, and other variables that may or may not be reflected in the evaluations themselves. Therefore, student evaluations will always be viewed in the context of multiple sources of evidence of teaching effectiveness. However, the Psychology Department standard is that the mean scores on student evaluation items will be in the 4 to 5 (good to excellent) range and not be consistently and substantially lower than the mean scores for similar courses. Instances in which course evaluations are low should be discussed in the reflective statement.
 - b. **Peer evaluation.** During the probationary period leading up to tenure and promotion to Associate Professor, faculty will be observed in the classroom by a peer at least

291 three times (for the 2nd, 4th, and 6th year reviews); additional classroom observations
292 may be conducted at the request of the those being reviewed. Following a minimum
293 of five days notice to the Candidate, the observations will be conducted by a tenured
294 faculty member in the Psychology Department, using the department's Observable
295 Teaching Behaviors Inventory. Each observation shall be followed by consultation
296 between the Candidate and the reviewer and subsequently will result in a written
297 report that will be included in the WPAF. For promotion from Associate to Full
298 Professor, one peer observation is required. The Department expects that problems
299 noted in the reports will be addressed by the faculty member such that improvements
300 are seen over time. This report shall count toward the 30 item limitation.
301

302 c. **Course syllabi.** Syllabi are expected to provide essential course material (schedules,
303 assignments, grading policies, performance expectations, etc.) and should reflect the
304 extent to which the faculty member has identified and given thoughtful consideration
305 to the student learning outcomes of each course. Assignments, activities, and methods
306 for evaluating student learning should be consistent with those outcomes.
307

308 ii. **Examples of additional evidence:** In order to demonstrate teaching effectiveness,
309 evidence beyond the required elements described above must be discussed and
310 included in the WPAF. Examples of such evidence include, but are not limited to:

- 311 a. Teaching awards;
- 312 b. Samples of graded assignments, papers, and/or exams (with student name removed);
- 313 c. Samples of assignments and activities;
- 314 d. Examples of assessment techniques;
- 315 e. Lecture outlines;
- 316 f. PowerPoint slide sequences;
- 317 g. Additional classroom observations;
- 318 h. Effective use of guest speakers, videos, etc.
- 319 i. Examples of changes made in pedagogy based on feedback, assessment, additional
320 training, etc.;
- 321 j. Participation in teaching-related workshops with evidence of how the new
322 information was used in teaching;
- 323 k. Student feedback other than in course evaluations;
- 324 l. Examples of technological competence.
325

326 III. Research/Creative Activity

327 B. Overview

328
329 In the realm of scholarship, the Department holds three primary expectations of its faculty at
330 all ranks: 1) a clear research agenda leading to 2) sustained, effective scholarly effort and 3)
331 public contributions to Psychology as a scientific discipline. The Department particularly values
332 scholarly activity in which students play a meaningful role in the conception, conduct, analysis,
333 interpretation, and final reporting of the scholarly effort. The faculty member under review is
334 encouraged to provide information regarding the role that students play in their scholarly
335 endeavors. In each case it is the responsibility of the faculty member to provide evidence of the
336 nature of his or her contribution and the quality of the completed work.

337 C. Criteria for demonstrating effective scholarship: major and additional achievements

338

339 i. Major scholarly achievements include:

- 340 a) Peer reviewed journal articles on which the faculty member's contribution was
341 substantial (e.g., lead author or senior author or co-author with a student the faculty
342 member directly supervised), and which are published (or accepted for publication) in
343 well-respected academic journals.
344 b) Book chapters published (or accepted for publication) on which the candidate's
345 contribution was substantial (e.g., lead author or senior author), which is an original
346 work, and which had the possibility of being rejected.
347 c) Scholarly book authored or edited by the faculty member.
348 d) Successful externally funded major grant. Normally, this would be grants from
349 federal agencies, such as National Institute of Health (NIH), National Science
350 Foundation (NSF), Department of Energy (DOE), etc.; however, substantial grants
351 from nationally recognized private foundations may also be included.
352

353 We recognize that other items may be considered major scholarly achievements. In these
354 cases it is expected that the faculty member will provide evidence and arguments that make the
355 case that an item belongs in this category. Evidence of the quality of a journal may be
356 demonstrated, for example, by published rejection rates or impact factors. We suggest that the
357 faculty member consult with senior faculty if there are questions about the most appropriate
358 category for an item.

- 359 ii. **Additional scholarly achievements:** There are a number of other products that are
360 considered evidence of additional scholarly activity. Examples include, but are not
361 limited to:
362 a. External grant proposals (approved, but not necessarily funded)
363 b. Internal grants or small external grants;
364 c. Book chapters, books, conference presentations, invited addresses, and journal
365 articles that do not meet the criteria set forth under major scholarly achievements (for
366 example, more minor contributions, articles or chapters on which the candidate is a
367 junior author).
368

369 D. Examples of evidence documenting Research/Creative Activity can be found in the CHABSS and University
370 RTP policies

371 IV. Service

372 A. Overview

373 The faculty of the Psychology Department have a rich tradition of service given to the Department, College,
374 University, and broader communities. Our department has functioned very well since its inception because faculty
375 have taken service obligations very seriously. Consequently, service activities are highly valued and are an essential
376 component of retention, tenure and promotion evaluations. In addition, to routine service that is required by each
377 tenure line faculty member, we expect that all faculty will participate in additional service that is impactful and
378 meaningful. The extent to which we have this expectation varies with rank, as described below.
379

380 B. Impact of service

381 Documentation of service should be accompanied by a narrative of the impact of the service on the Department,
382 College, University, community, or profession. A narrative of service impact may include a description of the nature
383 of the work, the number of hours spent on tasks, the roles played on committees, and the outcomes of the work.
384 Faculty should convey how the service activity is making a difference on campus, in the community, and/or in the
385 profession.
386
387

388 C. Levels of service

389

- 390 i. **Routine service:** Routine service is expected of every tenure track faculty member regardless of
391 commitments outside of the Department or University. Psychology faculty are expected to participate
392 in routine service as part of their standard workload (15 WTUs). Faculty who are not teaching due to
393 grant work or outside service commitments are still expected to routinely participate in Department
394 activities (unless on sabbatical). On occasion, routine service might be considered more major service.
395 For example, work on the Department curriculum committee may be quite extensive one year; that
396 would not be considered routine service. It is up to the individual to explain the impact and
397 importance of the service. The following tasks are considered routine service in the Psychology
398 Department and should not be used as evidence of exemplary service when being considered for
399 retention, tenure, or promotion:
- 400 a) Attendance at Department meetings
 - 401 b) Scribe for Department meetings (1-2 times per year, as needed)
 - 402 c) General academic advising
 - 403 d) Monitoring a page on the Psychology Department's website
 - 404 e) Conducting transfer/freshmen orientations as needed
 - 405 f) Service on the following department-level committees: GA/TA Committee; Policies and
406 Procedures Committee; Budget and Equipment Committee
 - 407 g) Attendance at Master's proposals/defenses when one is not a committee member
 - 408 h) Participating in regular program assessment activities
 - 409 i) Participating in the program review process
 - 410 j) Participating in tenure-track search process (not a search committee member)
 - 411 k) Attendance at the Psychology Student Research Fair
 - 412 l) Attendance at the annual commencement ceremony
- 413
- 414 ii. **Major service:** These activities are expected of tenure line faculty members but are typically above
415 and beyond routine service. Over time, service activity should be at the department, college and
416 university and community levels, but may vary depending on the year and the faculty members'
417 commitments and interests. It is expected that tenure line faculty will take increasing leadership within
418 these activities as they progress in their career. Examples of major service include but are not limited
419 to:
- 420
- 421 **1. Department level**
- 422 a) Department chair (typically limited to Full Professors but may in some circumstances be
423 filled by a faculty member at the Associate Professor level)⁵
 - 424 b) Graduate Coordinator
 - 425 c) Because-I-Care (BIC) Resource Fair coordinator
 - 426 d) Childhood and Adolescent Development (CHAD) program chair
 - 427 e) Vivarium/Instructional Support Technician (IST) manager
 - 428 f) Research Fair advisors
 - 429 g) Human Participant Pool (HPP) coordinator
 - 430 h) Faculty advisor for course approvals
 - 431 i) PRC common members
 - 432 j) MA Thesis Committee work (routinely serve on more than 3 masters theses at a time)
 - 433 k) Program or curriculum development beyond routine changes
 - 434 l) Psi Chi/Psychology Student Organization (PSO) advisor

⁵ The Department Chair is a time consuming job that is essential to the very existence of an academic department. Given the burden of this job, the Psychology Department is committed to a model whereby the Chair is rotated among Full Professors for one full term each. Faculty are added to the rotation when they are promoted to the rank of Full Professor. No one is exempt from the obligation to serve a full term as Chair, and thus newly promoted Full Professors should begin to think ahead, planning their research and other service such that they will be ready and able to assume the role of Chair when their time in the rotation arrives. Additionally, it is possible that under some circumstances, an Associate Professor may serve as chair. It is our hope that we will continue to add new tenure-track faculty to our department over time such that no faculty member needs to serve as Chair for more than one term or serve while an Associate Professor. However, faculty must be prepared to serve again if the rotation does not expand or serve as an Associate if circumstances warrant it.

- 435 m) Lecturer coordinator
- 436 n) Psychology Academic Resource Lab (PARL) Coordinator
- 437 o) Developing a major new departmental initiative
- 438
- 439 **2. College/University level:**
- 440 a) Academic senator
- 441 b) Chair or member of College or Academic Senate committee (e.g., FDC, CAPC, HAPC, FAC,
- 442 APC, UCC, etc.)
- 443 c) Task force participation
- 444 d) Faculty Mentoring Program participant
- 445 e) Regular participation in university events/open houses
- 446 f) Special event chair (e.g., organizing a conference)
- 447
- 448 **3. Community/Professional Service level**
- 449 a) Speaker, community event
- 450 b) Reviewer for journals and conferences
- 451 c) Professional presentations to university or community organizations
- 452 d) Officer or committee member professional society
- 453 e) Journal editor
- 454 f) Board member

455 D. Examples of evidence documenting Service can be found in the CHABSS and University RTP policies

456 **V. Departmental expectations at Performance and Periodic Reviews**

457 Although the areas of evaluation are the same for all levels, expectations differ for assistant, associate, and full
 458 professors. Retention recommendations will be based on evaluation of achievements of the faculty member in
 459 the three areas as well as an assessment of the faculty member's potential to be a productive department,
 460 college, and university citizen. Tenure and promotion recommendations will be based upon evaluations of the
 461 overall record of the faculty member in the three areas. Faculty members' accomplishments that were part of the
 462 record at the time of hiring or prior promotion generally are not considered in subsequent evaluation cycles,
 463 except as evidence of performance continuity or in the case of new hires who were awarded service credit.
 464
 465

466 **A. Expectations for retention of probationary faculty**

- 467
- 468 i. **Teaching:** Faculty are expected to clearly establish their effectiveness as instructors
- 469 during the probationary period.
- 470
- 471 ii. **Research/Creative Activity:** In the first year, the faculty member is expected to
- 472 establish a scholarly agenda. In the second and third years the faculty member is
- 473 expected to present work at a major conference so that by the end of the third year
- 474 there is at least one journal article in the publication pipeline. Major and additional
- 475 scholarly achievements should then accumulate across successive reviews at a rate
- 476 that will enable the faculty member to meet the scholarship standard at the time of
- 477 tenure and promotion.
- 478
- 479 iii. **Service:** Service activities should reflect increasing levels of engagement starting
- 480 with Department service in the first year or two and additional service at the College,
- 481 University, and/or community level in the later probationary years. In the first year,
- 482 service will primarily be routine department service. In the second and third years, in
- 483 addition to routine Department service, the faculty member *may* include participation
- 484 in some College or University committees or task forces. It may also include
- 485 participating in community level events or programs. In the fourth through sixth
- 486 years, service *should* include some major Department service in addition to routine
- 487 service as well as some College or University level work. Service may also include

488 participation in local or professional community.

489

490 **B. Expectations for tenure and promotion to Associate Professor**

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492 i. **Teaching:** The faculty member should have generated considerable evidence of
493 excellence in teaching documented by effective course materials, student evaluations
494 of teaching, and other relevant items.

495

496 ii. **Research/Creative Activity:** In addition to evidence of continuous engagement in
497 scholarship, faculty should be able to demonstrate the sustainable nature and
498 independence of their research programs by providing evidence of at least six (6)
499 contributions, at least three (3) of which must be major scholarly achievements. Of
500 the three major scholarly achievements, at least two (2) should be peer-reviewed
501 journal articles on projects initiated after coming to CSUSM.

502

503 iii. **Service:** The record of service must include some major Department service in
504 addition to routine service as well as some College or University level work. Service
505 may also include participation in local or professional community.

506 **C. Expectations for promotion to Full Professor**

507

508 i. **Teaching:** The faculty member should show continued excellence in teaching, as
509 evidenced by effective course materials and student evaluations of teaching that are
510 not substantially below the mean scores for similar courses offered in the Department.

511

512 ii. **Research/Creative Activity:** The faculty member should demonstrate a sustained
513 contribution to the scientific knowledge base of the discipline by providing evidence
514 of at least six (6) scholarly achievements, of which three (3) must be major scholarly
515 achievements. These achievements must have occurred after submission of the file
516 for tenure/promotion; therefore, only items that were not included in or added to the
517 WPAF for tenure/promotion will be considered.

518

519 iii. **Service:** After earning tenure and promotion, service should continue at the
520 Department level and must also include some leadership positions within the College,
521 University or larger community (e.g., chair of a College committee; leadership in a
522 professional group).

523 **D. Expectations for post tenure periodic review after promotion to Full Professor**

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525 i. Faculty are expected to remain engaged in teaching, scholarship, and service.

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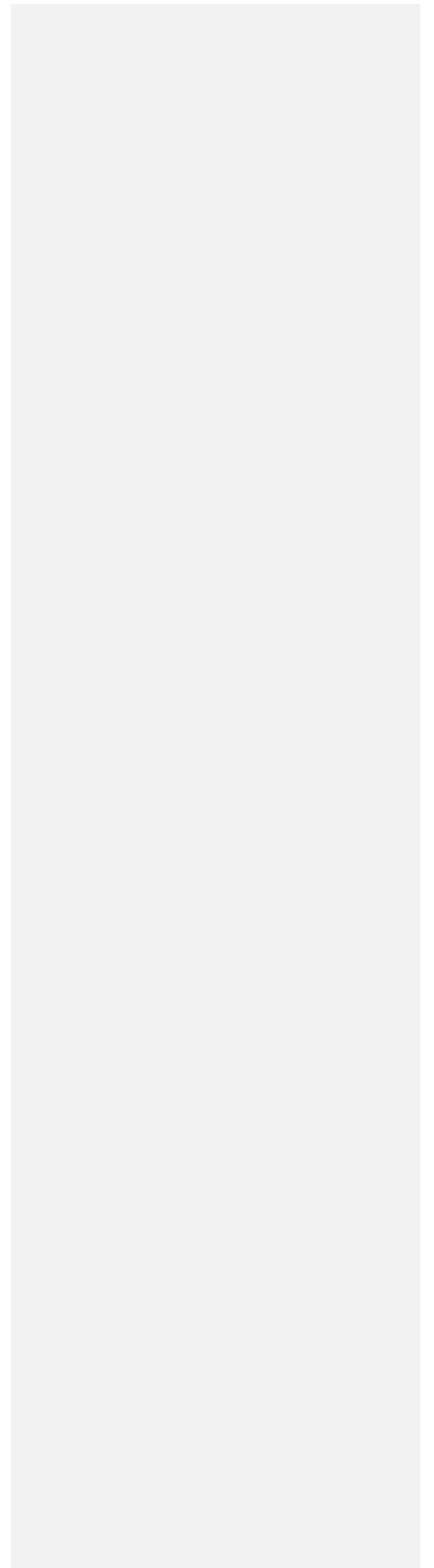
527 ii. The Department recognizes that, after promotion to Full Professor, a faculty career
528 may take a variety of forms. Therefore, the weight given to each of the three areas
529 may differ among faculty.

530 **E. Expectations for faculty hired with service credit**

531 When faculty join CSUSM with service credit based on their work elsewhere, expectations for their teaching,
532 scholarship, and service will be applied based on their credited service time plus their CSUSM service time. For
533 example, an Assistant Professor who arrived with one year of service credit who is being reviewed after one year at
534 CSUSM will be evaluated by the standards appropriate for a faculty member who has completed two years.

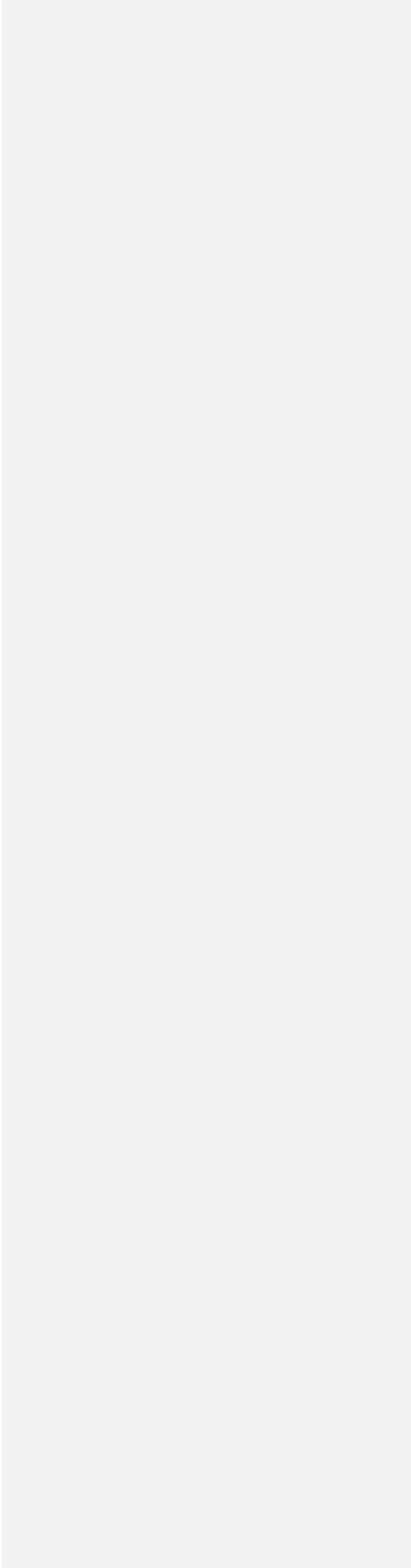
535 *FAC Rationale:*

536 *This is a new document that serves to provide expectations, standards, and criteria specific to the Department of*
537 *Speech Pathology in the CEHHS. Pending FAC approval, the document has been found to be consistent with the*
538 *university RTP document.*
539
540 *FAC received no comments upon the first reading.*



541 SE
542 Definition: Standards governing RTP process for faculty in the Department of Speech Language Pathology
543 (SLP).
544
545 Authority: The collective bargaining agreement between The California State University and the California
546 Faculty Association.
547
548 Scope: Eligible SLP faculty at California State University San Marcos.
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556 _____
557 Karen S. Haynes, President Approval Date
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561 _____
562 Graham Oberem, Provost & Vice President for Academic Affairs Approval Date
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624	I. Preamble	
625		
626	A. This document sets forth general standards and criteria for retention, tenure, and promotion of tenure-track	
627	faculty in the Department of Speech Language Pathology as a unit within the College of Education, Health,	
628	and Human Services.	
629	B. The provisions of this document are to be implemented in conformity with University RTP Policies and	
630	Procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University	
631	Policy on Ethical Conduct.	
632	C. The Department is guided also by the standards of the American Speech Language Hearing Association	
633	(ASHA) Tenure Track faculty must comply with requirements specified by the Council on Academic	
634	Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language Hearing	
635	Association, as it relates to Standard 2.0 – Faculty, and must adhere to the ASHA code of Ethics.” ⁶	
636		
637	II. Introduction and Guiding Principles	
638		
639	A. All standards and criteria reflect the University, College and Department Mission and Vision Statements	
640	and advance the goals embodied in those statements.	
641	B. The performance areas that shall be evaluated include teaching, research/creative activities, and service.	
642	While there will be diversity in the contributions of faculty members to the University, the Department	

⁶ http://www.asha.org/academic/accreditation/standards_forms/

- 643 affirms the university requirement of sustained high quality performance and encourages flexibility in the
644 relative emphasis placed on each performance area. The Department of SLP in its mission to prepare
645 thoughtful practitioners places a distributed value on each of the following areas as such: 60% teaching,
646 20% research/creative activity and 20% service. Candidates must submit a comprehensive curriculum vita
647 (CV) and narrative statements describing the summary of teaching, research/ creative activity, and service
648 for the review period. The faculty member must meet the minimum standards in each of the three areas.
- 649 C. Items assessed in one area of performance shall not be duplicated in any other area of performance
650 evaluation. Items shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate
651 connections across all three documents. Candidates who integrate their teaching, research/creative
652 activities, and/or service may explain how their work meets given standards/criteria for each area.
 - 653 D. The Department recognizes innovative and unusual contributions (e.g., supervising research, using
654 particularly innovative or challenging types of pedagogy, writing or rewriting programs, curriculum
655 development, assessment development, accreditation or other required report generation).
 - 656 E. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual
657 performance. Ultimate responsibility for understanding the standards, meeting the standards, and
658 effectively communicating how they have met the standards rests with the Candidate. In addition to this
659 document, the candidate should refer to and follow the University RTP Policies and Procedures.
660 Candidates should also note available opportunities that provide guidance on the WPAF and describe the
661 responsibilities of the candidate in the review process (e.g., Provost's RTP meetings; Faculty Center
662 Professional Development, and advice and counsel by tenured faculty.) Candidates are encouraged to avail
663 themselves of such opportunities.
 - 664 F. Candidates for retention will show effectiveness in each area of performance and demonstrate progress
665 toward meeting the tenure requirements in the areas of teaching, research/creative activities, and service.
 - 666 G. Candidates for the rank of associate professor require an established record of effectiveness in teaching,
667 research/creative activities, and service to the Department, School and University.
 - 668 H. Candidates for the rank of professor require, in addition to continued effectiveness, an established record of
669 initiative and leadership in teaching, research/creative activities, and service to the Department, School,
670 University, community, and profession. Promotion to the rank of professor will be based on the record of
671 the individual since promotion to the rank of associate professor.
 - 672 I. The granting of tenure at any rank recognizes accomplishments and services performed by the Candidate
673 during the individual's career. The record must show sustained and continuous activities and
674 accomplishments. The granting of tenure is an expression of confidence that the faculty member has both
675 the commitment to and the potential for continued development and accomplishment throughout the
676 individual's career. Tenure will be granted only to individuals whose record meets the standards required
677 to earn promotion to the rank at which the tenure will be granted.

678 679 **III. GENERAL STANDARDS**

- 680 A. Retention: A positive recommendation for retention requires that the Candidate's record clearly
681 meets the articulated standards for the granting of a retention decision in each of the three areas:
682 teaching, research/creative activity, and service.
- 683 B. Tenure and/or Promotion: A positive recommendation for tenure or promotion requires that the
684 Candidate's record clearly meets the articulated standards for the granting of a tenure/promotion
685 decision in each of the three areas: teaching, research/creative activity, and service.
- 686 C. Early Tenure (prior to the 6th year in rank): *This option for assistant professors* is considered an
687 exception. A positive recommendation for early tenure requires that the Candidate's record
688 clearly meets the articulated standards for the granting of a tenure/promotion decision in ALL
689 areas. To be eligible for early tenure, a Candidate must show a sustained record of successful
690 experience at a university, and that experience must include at least one full year at California
691 State University San Marcos prior to the year of review for tenure.
- 692 D. Early Promotion (prior to the 6th year in rank): *This option for associate professors* is considered
693 an exception. A positive recommendation for early promotion requires that the Candidate's record
694 clearly meets the articulated standards for the granting of a tenure/promotion decision in ALL
695 areas. To be eligible for early promotion a Candidate must show a record of successful experience
696 at a university, and that experience must include at least one full year at California State
697 University San Marcos prior to the year of review for promotion.
- 698 E. Faculty who are hired at an *advanced rank without tenure* may apply for tenure after two years of
699 service at CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation
700 requires that the Candidate's record at CSUSM clearly demonstrates a continued level of
701 accomplishment in all areas and, together with the Candidate's previous record, is consistent with
702 the articulated standards for the granting of tenure at the faculty member's rank.

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IV. STANDARDS AND CRITERIA FOR TEACHING

0 A. Department Priorities and Values in Teaching and Learning

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

1 B. Required Evidence of Teaching

1. Teaching Reflective Statement

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

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concise discussion of changes based on the feedback and improvement over time in evaluations.

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)

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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.

2 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)

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- 820 3 D. **Evaluation of Teaching**
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822 1. General Standards
823
824 Candidates will be assessed on the quality of the evidence provided on the set of
825 indicators they select, rather than on the quantity of indicators selected. In all cases,
826 candidates will be assessed on the quality and the totality of the evidence provided.
827 When judged as a group, no one indicator may be used to determine the overall rating of
828 teaching effectiveness.
829
830 2. Tenure and/or Promotion from Assistant Professor to Associate Professor
831
832 At the Assistant Professor level, teaching that *meets standards* is expected to
833 demonstrate classroom effectiveness for the types of courses taught. Evidence of
834 classroom effectiveness may include, but is not limited to student evaluations, syllabi that
835 clearly articulate course objectives and requirements, effective instructional practices,
836 engaging assignments directed at meeting the course objectives, documentation that
837 illustrates clear connections throughout an entire teaching event, and assessments that
838 effectively measure and align with student learning outcomes.
839
840 3. Tenure and/or Promotion from Associate Professor to Professor
841
842 As more experienced faculty, Associate Professors being considered for promotion to
843 Professor are held to a higher standard. Accordingly, to be rated *meets standards*, a
844 candidate at the Associate Professor level is expected to demonstrate a pattern of
845 sustained effectiveness in teaching and curriculum related activities.
846
847 4. Retention
848
849 Candidates for retention shall include the required items for courses taught and additional
850 optional materials in their teaching portfolio to show evidence of efforts and effectiveness
851 in teaching. Because this is an evaluation intended to provide guidance, candidates will
852 be assessed on their current teaching performance as well as on efforts that have been
853 made to address prior performance feedback.
854

855 V. **STANDARDS AND CRITERIA FOR RESEARCH AND CREATIVE ACTIVITY**

- 856 4 A. **Department Priorities and Values in Research and Creative Activity**
857
858 In the Department of Speech Language Pathology, research/creative activity is defined as creating,
859 synthesizing, and disseminating knowledge beyond the classroom. Research/creative activity may
860 be basic, applied, integrative, reflective, and/or related to teaching and accreditation.
861
862 5 B. **Department's Research/ Creative Activity Standards within Context of Discipline**
863
864 Research/creative activities take many forms in the Department of Speech Language Pathology.
865 These may include, but are not limited to, qualitative, quantitative, and applied research conducted
866 both individually and collaboratively. Applied research is defined as creative activity that relates
867 directly to the faculty member's intellectual work. This type of scholarship is carried out through
868 such activities as program development, program or curriculum evaluation, policy analysis, action
869 research, collaborative research with academics and community members, etc. These activities
870 are tied directly to the professor's special field of knowledge and are aimed at substantive change
871 in clinical practices. Applied research requires rigor and accountability. Multi-author and cross-
872 disciplinary presentations and publications are encouraged as the field of speech language
873 pathology is multidisciplinary and values collaborative research and creative activities. When
874 multiple authors are present on research and creative activities, candidates shall specify their
875 specific role on the item (e.g. role: first author, second author, equal authorship, etc.)
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877 6 C. **Evidence of Research/Creative Activity**
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Evaluations of research/creative activity will focus on developing a profile of the Candidate's research/creative activities as well as an understanding of the impact and benefit of their work. To determine such a profile, the Candidate's research/creative activities will be assessed by *holistic* evaluation of the Candidates' reflective statement, work, and selected items that the candidates believe best reflects their progress, as described in the University RTP document and further illustrated below.

1. Research/Creative Activity Reflective Statement

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

- a. **Category A Evidence** must include external peer review process:
 - 1) Papers published or accepted for publication in peer reviewed/ refereed journals, including online journals
 - 2) Peer or editor reviewed published book chapters of original material and original monographs
 - 3) Peer or editor reviewed books, manuscripts, electronic or other projects and/or programs published or accepted for publication as works that contribute new knowledge and/or to practice as demonstrated by professional and academic reviewers
 - 4) Peer reviewed /refereed presentations at national or international conferences
 - 5) Significant program development including applied scholarship, curriculum writing, or accreditation work, which requires outside agency approval and/or peer review.
 - 6) Funded peer reviewed external grants for research/creative activity work, in progress or completed

- b. **Category B Evidence** may include, but is not limited to:
 - 1) Papers published in refereed proceedings
 - 2) Refereed presentations at professional meetings
 - 3) Invited presentations at professional meetings
 - 4) Editor reviewed articles published in journals, newspapers, magazines, and other media
 - 5) Published case studies
 - 6) Applied research/creative activity that is published, presented at a conference or meeting, or applied in a professional setting
 - 7) Published review of books, articles, programs, and conferences
 - 8) Session discussant at a professional meeting
 - 9) Invited keynote or speaker
 - 10) Special recognition and awards for research/creative activities
 - 11) Funded regional or internal grants for research/creative activity work (e.g., local organizations, University Professional Development, etc.)
 - 12) Self published books
 - 13) Workshops
 - 14) Unfunded peer reviewed external grants for research/creative activity work
 - 15) Working papers
 - 16) Submitted papers
 - 17) Sponsored or contract research
 - 18) Technical reports
 - 19) Unfunded grants

7 **D. Evaluation of Research/ Creative Activities**

1. General Standards

939 Candidates will be assessed on the quality of the evidence provided, the evidence of
940 sustained scholarship, and the totality of their work. A *variety of types of work must be*
941 *provided including peer reviewed publication*. When judged as a group, no one indicator
942 of research/ creative activities may be used to determine the overall rating of quality of
943 research/ creative activities. In all cases, the reputation of the publication and/or meeting
944 will be considered when evaluating the contribution. All faculty members in the
945 Department of SLP have a responsibility to engage in program development and
946 accreditation activities associated with our two accrediting bodies (CAA of ASHA and
947 the CCTC). With changing standards and on-going assessment requirements, these peer-
948 reviewed activities can be time intensive. Faculty may therefore face limitations in the
949 quantity of items in research/creative activity while they are engaged in peer-reviewed
950 accreditation activities.

951
952 2. Tenure and/or Promotion from Assistant Professor to Associate Professor

- 953
954 a. At least three items from category Category A (at least two items must be peer
955 reviewed or refereed publications or grants).
956 b. At least three items from Category B

957
958 For early consideration for tenure and promotion candidates must satisfy requirements for
959 both a and b above.

960
961 3. Tenure and/or Promotion from Associate Professor to Professor*

- 962
963 a. At least three items from Category A (at least two items must be peer reviewed
964 or refereed publications or grants).
965 b. At least three items from Category B

966
967 4. Retention

968
969 Candidates for retention shall include documentation from the period under review that
970 demonstrates satisfactory progress toward meeting the tenure requirements in the area of
971 scholarship. This documentation may include more items from category B than A.
972

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

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975 **8 A. Department Priorities and Values regarding Service Contributions**

976
977 The Department of Speech Language Pathology places a high value on service as an essential
978 component of faculty work. The Department views activities that enhance the institution and
979 advance the profession at the local, state, national and international levels as integral components
980 of faculty service. In the Department, Service is defined as activities that contribute to the life of
981 the department, school, college, university, community and/or activities that contribute to the
982 profession and its agencies and organizations.
983

984 **9 B. Evidence of Service**

985
986 Evaluations of service will focus on determining a profile of the Candidate's service activity. To
987 determine such a profile, service will be assessed by *holistic* evaluation of the candidates'
988 reflective statement, service work, and selected items that the candidates believe best reflects their
989 progress, as described in the University RTP document and further illustrated below. Particular
990 consideration should be given to the service necessary to develop courses/programs/majors and a
991 campus structure of a growing campus.
992

993 1. Service Reflective Statement

994
995 Candidates are to provide a clear and concise reflective self-assessment of their service
996 activities and the impact of this work. Candidates may include statements regarding any
997 short-term and long-term goals for service activities, connection to the Department,
998 College and/or University's Mission, reasons for their involvement, and the impact of
999 their service activities.

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2. Internal Service Activities

- a. **Evidence of Service to the Department, School, and/or College (D/S/C)** may include, but is not limited to:
- 1) Leadership/membership in P/D/SC governance and/or groups that carry on the business of the P/D/S/C (e.g., committees [elected or appointed], ad hoc committees, task forces, etc.)
 - 2) Leadership/membership in Department accreditation efforts
 - 3) Development of new courses or programs for the Department
 - 4) Program coordination and/or service (e.g., student interviews, development of student learning outcomes, administration, etc.)
 - 5) Mentoring of students, tenure-line faculty, lecturers and/or Supervisors
 - 6) Collaboration with colleagues within the Department and across the University
- b. **Evidence of Service to the CSU System and/or University** may include, but is not limited to:
- 1) Innovative leadership initiatives at the university or CSU system level
 - 2) Leadership/membership in groups that carry on the business of the university (e.g. committees [elected or appointed], ad hoc committees, task forces, etc.)
 - 3) University professional activities, (e.g. service toward university accreditation, etc.)
 - 4) Act as an advisor for a student organization
 - 5) Commencement marshal
 - 6) Mentoring of students, tenure-line and full-time faculty, part-time/adjunct lecturers and/or Clinical Supervisors

3. External Service Activities

- a. **Evidence of Service to the Profession** may include, but is not limited to:
- 1) Peer reviewer for journal or conference proposals
 - 2) Membership on Editorial Board for peer reviewed/ refereed journal or publication
 - 3) Leadership in professional organizations as an officer, on a committee or task force, etc.
 - 4) Consultation and expert services
 - 5) Providing continuing education for community
- b. **Evidence of Service to the Greater Community** may include, but is not limited to:
- 1) Assist agencies and/or community organizations (e.g., interview committee for a school principal, interview panelist, grant or award application, textbook adoption committee, etc.)
 - 2) Development of speech clinics in collaboration with community partners to provide services to community members
 - 2) Consulting (paid or unpaid) with external agencies, (e.g. presenting professional development sessions, conducting research for a school or hospital, etc.)

4. Service Awards and Special Recognition

10 C. **Evaluation of Service**

1. General Standards

Candidates will be assessed on the evidence of the quality of evidence provided, the evidence of sustained service, and the totality of their work. When judged as a group, no one indicator may be used to determine the overall rating of service activity. Faculty must provide documentation of their service as part of their WPAF. Such documentation may

- 1061 include a reflective summary of their performance and role on the committee including
1062 actions that the faculty member was involved in.
- 1063
- 1064 2. Tenure and/or Promotion from Assistant Professor to Associate Professor
- 1065
- 1066 Candidates for promotion from Assistant to Associate Professor must provide evidence of
1067 effective sustained internal and external service contributions.
- 1068
- 1069 3. Tenure and/or Promotion from Associate Professor to Professor
- 1070
- 1071 Candidates for promotion from Associate Professor to Professor must provide evidence
1072 of leadership in one or more service activities in addition to demonstrating sustained
1073 active participation in both internal and external service activities.
- 1074
- 1075 4. Retention
- 1076
- 1077 Candidates for retention must provide appropriate and effective evidence of significant
1078 internal service. While not required, external service contribution will be considered in
1079 the evaluation.
- 1080

1081 VII. DEFINITIONS OF TERMS AND ABBREVIATIONS

1082

- 1083 A. The Department of Speech Language Pathology (SLP) uses the same definitions, terms, and abbreviations
1084 as defined in the University RTP document. For clarity, the use of "is" is informative, "shall" is mandatory,
1085 "may" is permissive, "should" is conditional, and "will" is intentional.
- 1086 B. A "standard" is a reference point or formalized expectation against which progress can be measured for
1087 retention, tenure, and promotion.
- 1088 C. Faculty have a right to clearly articulated performance expectations. College, Departmental and School
1089 RTP Standards provide consistency in guiding tenure-track faculty in the preparation of their working
1090 personnel action files (WPAFs).
- 1091 D. College, Departmental, and School RTP Standards educate others outside of the discipline, including deans,
1092 university committees, and the provost, with respect to the practice and standards of a particular
1093 department/discipline/field.
- 1094 E. Colleges, Departments, and Schools must respect the intellectual freedom of their faculty by avoiding
1095 standards that are too prescriptive. Department and School standards should be as brief as possible with
1096 emphasis on the unique nature of the department.
- 1097 F. All College, Department, and School RTP Standards shall conform to the CBA and University and School
1098 RTP documents. The SLP RTP Standards document shall contain the elements of Department RTP
1099 standards described below and shall not repeat the CBA, or Department RTP documents, or include
1100 School-specific advice.
- 1101 G. All College, Department, or School RTP Standards must be approved by a simple majority of all tenure-
1102 track faculty within a department or School and then be approved by School and the Academic Senate
1103 before any use in RTP decisions.
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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.

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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
80 **EXECUTIVE COMMITTEE**

- 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

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 2015.⁷ 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.⁸

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.⁹ 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-

⁷ 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).

⁸ 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.

⁹ 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

53 SLP 357/PHYS 357

54

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

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.

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

96 **Degree Requirements and Courses**

Units

97 Foundation courses:

98 SLP 602: Bilingual and Bicultural Practice Issues in Speech Language Pathologist	3	
99		
100 SLP 631: Law and Ethics for the Speech Language Practitioner	3	
101		
102 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	Practicum/Professional courses:		
109	SLP 641: Supervised Clinical Experience		2
110	SLP 642: Supervised Clinical Experience II		8
111	SLP 645: Supervised Clinical Experience: Clinical Internship	10	
112	SLP 651: Professional Seminar I		2
113	SLP 652: Professional Seminar II		1
114	SLP 653: Professional Seminar III		1
115	SLP 654: Grand Rounds in Speech Language Pathology	4	
116	<i>Total Units</i>		28
117	Core content courses:		
118			
119	SLP 661: Disorders of Articulation and Phonology	3	
120	SLP 662: Fluency Disorders		2
121	SLP 663: Voice Disorders		2
122	SLP 664: Motor Speech Disorders		3
123	SLP 665: Speech Language Pathology services for Cleft Palate and Craniofacial Anomalies		
124		1	
125	SLP 671: Language Disorders in Infants and Preschool Children	3	
126	SLP 672: Language Disorders in School-aged Children and Adolescents	3	
127	SLP 673: Language and Cognitive Disorders in Adults	4	
128	Or SLP 673a: Language Disorders in Adults (2)		
129	And SLP 673b: Cognitive-Linguistic Disorders in Adults (2)		
130	SLP 681: Aural Rehabilitation		2
131	SLP 691: Neuroscience for the Speech Language Pathology		
132		3	
133	SLP 692: Dysphagia		3
134	SLP 693: Seminar in Counseling in Speech Language Pathology		
135		3	
136	SLP 694: Seminar in Autism Spectrum Disorders		2
137	<i>Total Units</i>		34
138	Program Total		76
139	*SLP 695		1-3
140			
141			
142	*This is Special Topics option by which the program can offer unique curriculum not covered in the current program.		
143			
144			
145	J. Clinical Hours		
146	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.		
147			
148	L. Advancement to Candidacy		
149			
150	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.		
151			
152			
153			
154			
155	M. Continuation		
156	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.		
157			
158			

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 EDSL 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
204 ***Degree Requirements and Courses*** Units

	<i>Units</i>
Foundation courses:	
SLP 602: Bilingual and Bicultural Practice Issues in Speech Language Pathologist	3
SLP 631: Law and Ethics for the Speech Language Practitioner	3
SLP 632: Augmentative and Alternative Communication	2
SLP 622: Research and Evidence-Based Practice in Speech Language Pathology	3
SLP 698: Culminating Experience and Summative Assessment in Speech Language Pathology	3

214

215	<i>Total Units</i>		<i>14</i>
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>		<i>28</i>
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>		<i>34</i>
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.

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Resolution on Equity Pay Increases for 2013-14

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

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

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

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

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

Whereas the AY 2009-10 furloughs resulted in an unnecessary 9.23% reduction in Faculty annual salary¹¹ and contributed to increasing CSUSM reserves substantially to \$26.8 million as of the end of 2013, according to the 2014 CSUSM financial analysis by Dr. Howard Bunsis¹²;

Whereas the CSUSM budget will be increased in 2014-15 to support enrollment growth of 650 FTES, and the campus currently supports enrollments exceeding the new target, ongoing funds can be made available to support equity salary adjustment¹³;

Whereas for AY 2012-13 or 2013-14 the present Contract provides for a discretionary equity program whereby the President—at her own discretion and independently of other campus presidents and the Chancellor of the CSU—may address campus equity issues, not limited to salary inversion and compaction¹⁴;

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

Whereas the Provost of CSUSM has acknowledged pay equity issues of salary compression and inversion at CSUSM¹⁵;

Whereas in spite of the Administration's claim that resources are not currently available for equity pay increases,¹⁶ the data show that CSUSM is financially healthy enough *at least* to fund equity pay increases for 2013-14, if the Administration chooses to make this a priority; now, therefore,

¹⁰ *Financial Analysis of California State University, San Marcos*: Bunsis, H., March 2014

¹¹ http://www.calstate.edu/LaborRel/Contracts_HTML/CFA-Furlough-Agreement.pdf

¹² *Financial Analysis of California State University, San Marcos*: Bunsis, H., March 2014

¹³ <http://www.calstate.edu/budget/fybudget/coded-memos/B14-01-memo.pdf>; see in particular Attachments A-D

¹⁴ 2012-14 CBA 31.14

¹⁵ January 14, 2014, reply from Provost Oberem to CFA President Engen

¹⁶ *Ibid.*

44
45 ***Be it resolved*** that the CSUSM President immediately authorize an Equity Pay Increase Program
46 for all Faculty, including Assistant, Associate, and Full Professors, Lecturers, Counselors,
47 Librarians, and Coaches.

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 school or in fields such as Physical Therapy, Nursing, or Dentistry. EL's draft budget (posted
19 on EL's web page) anticipates entering classes of 48 students/year, which for lab courses would require
20 multiple lab sections capped at 24 students each. Correspondence with the proposers indicates that
21 CSM anticipates they will plan to admit two cohorts of 48 students each per year (requiring 4 sections
22 for necessary lab sections). This 51-unit program will run through Extended Learning, and the draft
23 budget estimates tuition will run \$450/unit. Additional campus fees for EL students can be found at
24 <http://www.csusm.edu/el/aboutus/fees.html>.¹⁷ Applicants must hold a bachelor's degree and have a
25 GPA of 3.0 or higher for their last 60 units of coursework for the degree. BLP members raised several
26 questions about the target cohort sizes: for example, several of these courses typically have low pass
27 rates, and at least some students may transfer in community college and/or university courses that
28 satisfy program requirements. EL's models are built to take attrition into account, and their break-even
29 point for each sub-cohort of 24 students is 18 students. Correspondence with the proposers and with
30 CSM's administration indicates high demand (including waiting lists) for similar programs within the CSU.

31
32 **Resource Implications:**

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

¹⁷ 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 **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.
27

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-](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2013-14_curriculum.html)
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
9 **Pre-Health Professions Certificate**

10
11 **Office:**

12 FCB 6-108

13
14 **Telephone:**

15 (760) 750-3138

16
17 **Faculty Coordinator:**

18 Sajith Jayasinghe, Ph.D.

19
20 **Pre-Health Advisor:**

21 Thomas Pillsworth, Ph.D.

22
23 **Faculty:**

24
25 *Biology*

26 Tracey Brown, Ph.D.

27
28 *Chemistry*

29 Jose Mendoza, Ph.D.

30 Sajith Jayasinghe, Ph.D.

31
32 *Mathematics*

33 Olaf Hansen, Ph.D.

34
35 *Physics*

36 Ed Price, Ph.D.

37 Stephen Tsui, Ph.D.

38
39
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.

62
63 With approval of the Pre-Health Advisor, applicants admitted to the program may be permitted to transfer
64 a maximum of two courses in their degree that articulate with courses listed below.
65

66 Course requirements of the Pre-Health Professions Certificate:
67

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

STANDING COMMITTEE REPORTS
(Year end committee reports will appear on the Senate Website)

BLP

P-form Review: We have reviewed our final P-form of the year, a post-bac certificate in Pre-Health Professions (CSM). It is scheduled for a second reading at today's Senate meeting.

A-form Review: BLP agreed to expedite review of an A-form for an M.S. in Cybersecurity, submitted jointly by CSM and COBA. We did recommend approval of the proposal, allowing the proposers to begin developing the P-form for review next Fall. The Colleges wish to put this forward as a pilot program (which would allow the program to launch without prior approval from the Chancellor's Office); BLP made no recommendation on this aspect of the proposal, as we had no information about other possible new pilot proposals.

Committee Members: **Faculty:** Staci Beavers (Chair), Linda Holt, Laurie Stowell, Pat Stall, Kathleen Watson, Bob Yamashita, Hua Yu. **Administrative Representatives** (non-voting): Janet Powell (Dean, CEHHS), Mike Schroder (Dean, Extended Learning), Wayne Veres (Dean, IITS). **Student Representative:** Mike Betancourt.

FAC

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

FAC welcome new members Marie Thomas, Psychology, At Large 2014-2016 and Laura Makey, Lecturer, 2014-2016. FAC hopes someone will volunteer to fill the vacant seat for CoBA, 2014-2015

FAC has been working intensively on the applicability of department/college RTP standards, crafting the rules for an exemption that would apply to all tenure-track and tenured faculty.

FAC has completed a first-round review the CEHHS Social Work RTP (Referred 2/19/14) and the CEHHS School of Nursing RTP (Referred 3/11/14). FAC provided feedback to the originators, and informed them that their response would be considered next semester.

LATAC

LATAC prepared a resolution in support of open access (thanks to Carmen Mitchell in the Library for sharing her expertise). The committee is working with BLP to develop a policy for the expansion of state supported programs to online programs offered through EL. LATAC submitted a revision of the committee's name, charge, and membership for a constitutional referendum.

NEAC:

NEAC made recommendations for the Advisory Coordinating Committee on Diversity Mapping. We also helped hold the Spring Elections and the first referendum of the year on proposed amendments to the University Constitution and Bylaws. The NEAC/FAC Lecturer Advisory Taskforce made recommendations to the Executive Committee for increased lecturer inclusion on Senate. We recently sent out a final call for self-nominations for Senate and committee seats, as well as a second referendum on proposed amendments to the Constitution and Bylaws.

SAC:

The Student Affairs Committee has met seven times during the Spring semester. Our focus during the month of April was continued work on definitions of the activities listed under the umbrella term—Engaged Education. After receiving feedback from UCC and Global Education, SAC made additional revisions to the definitions and will present them to Executive Council on either April 30 or May 7. We have one more committee meeting this academic year (May 6, 3:00-4:00) at which time we will finalize our year end report.

UCC:

UCC report- May, 2014 Senate Meeting

- *Work completed since the Apr. 23rd Senate meeting:* Following review and consultation with proposing faculty, UCC recommended approval of 7 C-forms (new courses), 21 C-2 forms (course changes), and 7 P-2 forms (program changes), all of which are reflected on the Senate consent calendar or as current 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 second readings.

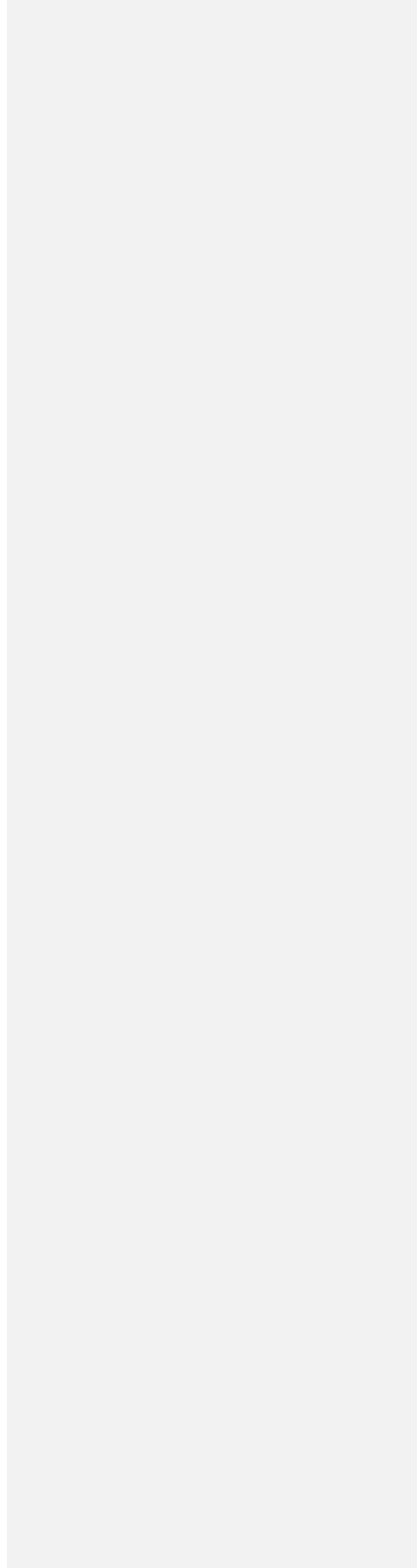
A P-2 form which would reduce the number of units in the B.S. in Business Administration to 120 (a CSU Chancellor's Office mandate) is on today's Senate Consent Calendar. This program change is being opposed by the Sociology Department due to the removal for SOC 101 from the Pre-Business Core. Given the strict unit limit imposed by the Chancellor's Office and the absence of a Sociology requirement in the CSU Transfer Model Curriculum for Business Administration, UCC voted unanimously to recommend the approval of the Business Administration P-2. Links are provided for:

[-B.S. in Business Administration P-2 form](#)

[-Memo of opposition from Sociology](#)

[-Response from CoBA](#)

- *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



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Co-Curricular/Engaged Education: Scheduled activities outside of the classroom that enhance student understanding of concepts and activities that are introduced in the classroom. Engaged learning activities provide students with opportunities to develop deeper knowledge and expertise related to the practical settings in which topics of study apply.

Activity	Defining Characteristics	Key Ideas
Research	<p>Structure: Credit-bearing independent course project involving multiple visits to site or sites outside of the classroom allowing application of course concepts outside the classroom, with positive learning outcomes for the student.</p> <p>Supervision: Faculty</p> <p>Ultimate goal: Promoting student learning and personal development through the application, contemplation, and integration of course concepts in conjunction with practice in the routine setting to which those concepts apply.</p>	<p>Multiple visits to sites outside of the classroom in order to collect and/or analyze data related to the environments and activities in which the course topic applies. Examples include studies in organizational settings and studies of geographical or biological environments. Students engaging in research outside the classroom as part of their coursework learn about and reflect upon the application of concepts and research methods in the conditions of actual research practice. They also have access to data that would not be available in the classroom. This provides content-specific practice in certain research methods. Research that supports students' understanding of the connection between actual lab or field research environments and their academic course work.</p>
Service learning	<p>Structure: Credit-bearing course project allowing application of course concepts outside the classroom, with positive learning outcomes for both student and community</p> <p>Supervision: Faculty</p> <p>Ultimate goal: Promoting student learning and personal development through application, reflection, and integration; fostering stronger ties between institution and community; meeting relevant community needs; disseminating work done into the public discourse</p>	<p>Service-learning is an educational methodology which combines community service with explicit academic learning objectives, preparation for community work, and deliberate reflection. Students participating in service-learning provide direct and indirect community service as part of their academic coursework, learn about and reflect upon the community context in which service is provided, and develop an understanding of the connection between service and their academic work. These learning experiences are designed through a collaboration of the community and the institution or academic unit/program, relying upon partnerships meant to be of mutual benefit. Improvement and sustainability of the experiences and the partnerships are enhanced through formal assessment activities that involve community, faculty, student and institutional perspectives (Gelmon, Holland, Driscoll, Spring, & Kerrigan,</p>

		2001).
Senior experience	<p>Structure: Student groups working with local businesses or organizations.</p> <p>Supervision: Faculty</p> <p>Ultimate goal: Application of classroom knowledge to real-world business problems that help students enhance their skills to be the future business leaders of tomorrow.</p>	<p>Senior Experience is the capstone course for the business administration major. Under the direction of a faculty supervisor, small groups of students work on real-world projects submitted by local businesses and organizations. A trade show is held at the conclusion of the semester to showcase students and their projects (COBA website).</p> <p>Teams of students work with businesses as consultants on real-life problems.</p>
Internships	<p>Structure: On- or off-campus organizations partnering with CSUSM academic departments to provide unpaid or paid internships for academic credit.</p> <p>Note: Many internships obtained for academic credit are unpaid; however, employers are encouraged to offer students a regular wage. If unpaid, the employer must ensure the internship meets federal guidelines from the Department of Labor (DOL): http://www.dol.gov/whd/regs/compliance/whdfs71.htm#UHXKLRXA_cw</p> <p>Supervision: Students will be supervised both on site by a designee at the internship organization and by the instructor of the course providing the academic credit. Faculty supervisors will communicate with internship organization supervisors to assess student performance prior to assigning credit or grades.</p> <p>Ultimate Goal: To provide students with a high impact educational practice in which they can apply learned academic skills to real world experience.</p> <p>Ultimate goal: Promoting student experiential learning and professional development within their field of study in a professional setting off campus.</p>	<p>An academic internship is a University-sanctioned activity that formally integrates the student's academic study with practical experience with a cooperating on- or off-campus organization. An internship may be paid or unpaid, part-time or full-time but in all cases must be a closely monitored, structured activity that complements academic experience from the classroom environment by including agreed upon scope and outcomes¹.</p> <p>¹ See, for example, the "Learning Plan" in the 2011 CSU Resource Guide for Managing Risk in Service Learning, pp. 46-47</p>
Clinical practice experiences in nursing and education	<p>Structure: Individual placements in K-12 classrooms (education), clinics or hospitals (nursing) where candidates apply knowledge learned from coursework to the contexts in which they will work professionally.</p> <p>Supervision: Placement facilitated by placement coordinators within either the SOE or SON. Field supervision is completed by faculty.</p> <p>Ultimate goal: (1) Application of theoretical knowledge into professional contexts;</p>	<p>Clinical Practice experiences model the belief that relevancy is crucial in professional education. Learning developed in the university courses is designed to complement and support the candidate's fieldwork.</p> <p>Clinical Practice experiences in both the School of Education and the School of Nursing will be</p>

	(2) Compliance with accrediting organizations and credentialing bodies	specifically excluded from oversight by Engaged Education as they have specific mandates from outside accrediting agencies
International Service Learning (AACU calls it Global Learning)	<p>Structure: Credit-bearing course project providing a structured and culturally-immersive academic experience in another country, working reciprocally with local institutions to address host community needs while developing our students' cross-cultural understanding of daily life and global issues.</p> <p>Supervision: Faculty *Supervision may be on or off site and may include direct supervision of the student work, indirect supervision through coursework, or indirect supervision through the Office of Global Education</p> <ul style="list-style-type: none"> • Ultimate goal: Provides students with valuable international experience that requires engagement and dialogue in order to widen their perspectives and deepen their intercultural understanding. Helps develop global citizens by providing an experiential foundation for global understanding and global action. Allows students to critically analyze and reflect on the service activity for a better appreciation of course content. Cultivates and enables long-term, and mutually-beneficial engagements between the university and specific international partners. Establishes and enhances university reputation outside the United States 	<p>International Service Learning (ISL) is a variation on global education. Combining aspects of traditional study abroad and international volunteerism, these programs give students the opportunity to earn credit abroad while participating in community-based service projects in communities around the globe (Rutgers University). It emphasizes organized service activities that meet/address community needs, provide direct interaction and cross-cultural dialogue with others, allow reflection and connection of experience with course content, and a provide a deeper understanding and appreciation of the host country, discipline, and their own responsibilities as citizens, locally and globally (Bingle & Hatcher 2011).</p>

*Works Cited

Service Learning: Gelmon, Sherrill B., Holland, Barbara A., Driscoll, Amy, Spring, Amy, & Kerrigan, Seanna (2001). Assessing Service-Learning and Civic Engagement: Principles and Techniques. Campus Connect: Brown University, Providence, RI., p. v

Internships: Learning Plan” in the 2011 CSU Resource Guide for Managing Risk in Service Learning, pp. 46-47
http://www.calstate.edu/cce/resource_center/documents/CCE_ResGuide_2011_webvs_Final.pdf.

International Service Learning/Global Education: Bringle, R. G., and J. A. Hatcher. (2011). International Service Learning. In *International Service Learning: Conceptual Frameworks and Research* (Ed.) R. G. Bringle, J. A. Hatcher, and S. G. Jones. Sterling, VA: Stylus Publishing, Inc.

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