

**AGENDA**  
Executive Committee Meeting  
CSUSM Academic Senate  
Wednesday ~ March 19, 2014 ~ Kellogg 5207 ~ 12-2 pm

- I. Approval of agenda
- II. Approval of minutes of 03/12/2014 meeting
- III. Chair's report, [Vivienne Bennett](#)  
Referrals: GEC Nursing, request for waiver of Area E
- IV. Secretary's report, Linda Holt *The following Senate items have been forwarded to the administration for review/information:*
  - FAC Faculty awards policy revision
  - SAC Field trips policy
- V. Provost's report, Graham Oberem
- VI. Discussion items
  - A. FAC University RTP policy revision *attached*
  - B. BLP/UCC CEHHS proposed Applied Behavior Analysis program *attached*
  - C. UCC Flowchart re Opposition *attached*
  - D. BLP Expansion of Stateside Programs to Self Support in Temecula (after feedback from first reading in Senate) *attached*
  - E. NEAC Graduate Studies Committee
  - F. NEAC Revision of Standing Rules *attached*
  - G. Senate chair & vice chair terms
- VII. EC members' concerns & announcements

*Next meeting: March 26, 12-2 p.m. ~ Kellogg 5207*

## FAC: University RTP

**Rationale:** In the process of reviewing the department/program RTP documents currently being drafted and reviewed in CHABSS, FAC members were working with the department RTP document in conjunction with the CHABSS and university RTP documents. FAC members, representing the different constituencies across the campus, realized that all users of department RTP documents—faculty members as well as reviewers—would greatly benefit from having a table of contents at the beginning of each RTP document. FAC will be asking departments for this formatting as a simple way to assist all readers. Based on this agreement, FAC members agreed that a table of contents should be added to the university RTP document. In considering the addition of the table of contents, FAC members decided to move the definition section to the end of the document, to improve the readability of this important document. This item is presented as a point of information.

### Contents

- I. PERSONNEL FILES Error! Bookmark not defined.**
  - A. Personnel Action File (PAF) Error! Bookmark not defined.
  - B. Working Personnel Action File (WPAF) Error! Bookmark not defined.
- II. REVIEW PROCESS SCHEDULE Error! Bookmark not defined.**
  - A. Tenure and Promotion to the Rank of Associate Professor/Associate Librarian/SSP-AR II Error! Bookmark not defined.
  - B. Tenure for Probationary Faculty Hired at the Ranks of Associate Professor /Associate Librarian/SSP-AR II and Professor/Librarian/SSP-AR III Error! Bookmark not defined.
  - C. Review of Tenured Faculty at Rank other than Professor/Librarian/SSP-AR III Ranks Error! Bookmark not defined.
  - D. Except for denial of tenure in the mandatory sixth-year review, denial of tenure and/or promotion does not preclude subsequent review. Error! Bookmark not defined.
- III. RESPONSIBILITIES OF THOSE INVOLVED IN THE REVIEW CYCLE Error! Bookmark not defined.**
  - A. Responsibilities of the Candidate Error! Bookmark not defined.
  - B. Responsibilities of Department Chairs and Faculty Governance Units Error! Bookmark not defined.
  - C. Election and Composition of the Peer Review Committee (PRC) Error! Bookmark not defined.
  - D. Responsibilities of the Peer Review Committee (PRC) Error! Bookmark not defined.
  - E. Responsibilities of the Dean/Director Error! Bookmark not defined.
  - F. Composition of the Promotion and Tenure (P & T) Committee Error! Bookmark not defined.
  - G. Responsibilities of the Promotion and Tenure Committee Error! Bookmark not defined.
  - H. Responsibilities of the President or Designee Error! Bookmark not defined.
  - I. Responsibilities of the Custodian of the File Error! Bookmark not defined.
- IV. PRINCIPLES FOR THE REVIEW PROCESS Error! Bookmark not defined.**
  - A. General Principles Error! Bookmark not defined.
  - B. Standards Applied in Different Types of Decisions Error! Bookmark not defined.
- V. DEFINITION OF TERMS AND ABBREVIATIONS 3**
  - A. In the policies and procedures prescribed by this document, “is” is informative, “shall” is mandatory, “may” is permissive, “should” is conditional, and “will” is intentional. 3

B. The numbers in parentheses refer to sections of the Collective Bargaining Agreement (in effect at the time of the adoption of this document) between the Board of Trustees of The California State University and the California Faculty Association. 3

C. The following terms – important to understanding faculty policies and procedures for retention, tenure, and promotion – are herein defined: 3

**APPENDIX A: STEPS IN THE RTP REVIEW PROCESS WHEN THERE IS A DEPARTMENT CHAIR**Error! Bookmark not defined.

**APPENDIX B: STEPS IN THE RTP REVIEW PROCESS WHEN THERE IS NO DEPARTMENT CHAIR**Error! Bookmark not defined.

**APPENDIX C: EXTERNAL REVIEW PROCESS** Error! Bookmark not defined.

**APPENDIX D: SAMPLE BALLOT FOR THE PRC** Error! Bookmark not defined.

**APPENDIX E: MEMORANDUM** Error! Bookmark not defined.

*[Section I, Definition of Terms and Abbreviations, has been moved to the end of the document. Renumbering will be required throughout. Remainder of policy text omitted for sake of brevity.]*

I. PERSONNEL FILES (etc.)

## V DEFINITION OF TERMS AND ABBREVIATIONS

- A. In the policies and procedures prescribed by this document, “is” is informative, “shall” is mandatory, “may” is permissive, “should” is conditional, and “will” is intentional.
- B. The numbers in parentheses refer to sections of the Collective Bargaining Agreement (in effect at the time of the adoption of this document) between the Board of Trustees of The California State University and the California Faculty Association.
- C. The following terms – important to understanding faculty policies and procedures for retention, tenure, and promotion – are herein defined:
  - 1. Administrator: an employee serving in a position designated as management or supervisory in accordance with the Higher Education Employer-Employee Relations Act. (2)
  - 2. Candidate: a faculty unit employee being evaluated for retention, tenure, or promotion.
  - 3. CBA: Collective Bargaining Agreement between the California Faculty Association and the Board of Trustees of the California State University for Unit 3 (Faculty).
  - 4. CFA: the California Faculty Association or the exclusive representative of the Union. (2)
  - 5. College/Library/School/SSP-AR: College of Business Administration (CoBA); College of Education, Health and Human Services (CEHHS); College of Humanities, Arts, Behavioral and Social Sciences (CHABSS); College of Science and Mathematics (CSM); Library; and Student (etc.)

*[Appendices omitted for sake of brevity.]*

## **BLP/UCC: Applied Behavior Analysis (CEHHS)**

### **Report from BLP**

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

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

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

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

### **Resource Implications:**

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

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<sup>1</sup> Campus fees for students enrolled in state-support programs can be found at [http://www.csusm.edu/schedule/spring\\_2013/fees\\_and\\_charges.html](http://www.csusm.edu/schedule/spring_2013/fees_and_charges.html).

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

*Accreditation:* EL's draft budget includes \$5000/year for accreditation; while there is no accreditation fee, the program may need to hire consultants to assist with program and/or accreditation review.

Note: Adding new self-support programs ultimately generates additional work for the Program Assessment Committee (PAC), so the Academic Senate and EL need to discuss how to factor such costs into future program budgets.

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

*Library:* Registered students in this fully online program are eligible for all requisite Library Distance Services. The Library's existing database subscriptions will serve many of the program's needs; based on the Library's recommendation, EL added \$2000/year to the budget to support additional Library subscription and monograph needs. If additional needs arise, the Library will consult with EL about adjusting the budget accordingly.

*IITS:* Since this program is designed to be delivered entirely online, determining the demands on IITS is particularly critical. 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." BLP has inquired about IITS's capacity to continue supporting the expansion of fully online programs. We have been informed that IITS has requested an additional Instructional Development Support (IDS) hire for next year.

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### **Report from UCC:**

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

ABA 601- Foundations and Concepts in Behavior Analysis

ABA 602- Behavior Analysis Process for Behavior Change

ABA 603- Applied Behavior Analysis Applications for Complex Procedures and Promoting Behavior Change

ABA 604- Classroom Management, Instructional Methods, and Ethical Considerations in Behavior Analysis

ABA 605- Applied Behavior Analysis in Autism Spectrum Disorder

ABA 606- Ethics and Professional Conduct in Behavior Analysis

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

Becoming a Board Certified Behavior Analyst (BCBA) or a Board Certified Assistant Behavior Analyst (BCaBA) is a three step process in which students must: 1. Complete approved university coursework, 2. Complete a supervised fieldwork experience, and 3. Pass the Behavior Analyst Certification Board exam. The proposed CSUSM graduate certificate provides students with all necessary university coursework in applied behavior analysis (step 1), allowing them to move forward to the supervised fieldwork and exam

process (which would not be offered at CSUSM). Students interested in becoming a BCBA must have a Master's degree in an approved field and complete all of the proposed courses (ABA 601-606), while students interested in pursuing a BCaBA must have a Bachelor's degree and complete only ABA 601-604.

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

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

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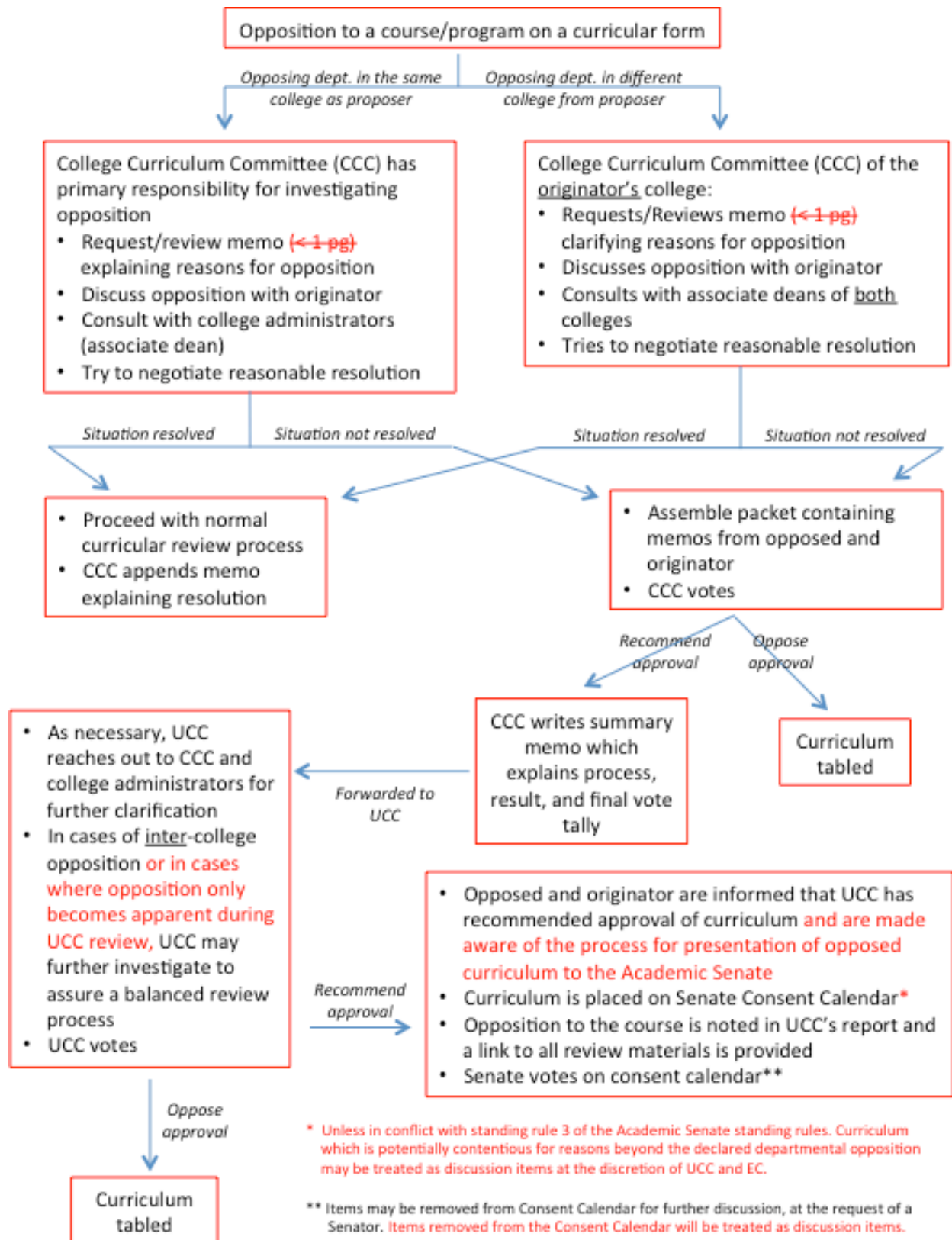
## **UCC: Presenting Opposed Curriculum to Senate**

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

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

\*Unless in conflict with standing rule 3 of the Academic Senate standing rules. Curriculum which is potentially contentious for reasons beyond the declared departmental opposition may be presented as discussion items, at the discretion of UCC and EC.

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





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

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

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

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

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

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

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

**Policy:**

CSU campuses may offer existing state-supported programs ~~at off-campus sites~~ where at least one of the following conditions is met: "i. the courses or program is designed primarily for career enrichment or retraining (Education Code § 89708)[;] ii. the location of the courses or program offerings is removed from permanent, state-supported campus facilities; [or], iii. the client group for the courses or program receives educational or other services at a cost beyond what could be reasonably provided under state support" (Executive Order 1047, at <http://www.calstate.edu/eo/EO-1047.html>).<sup>2</sup>

**Procedure:**

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

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<sup>2</sup> The Chancellor's Office makes the determination with regard to whether a program has met the requirements set forth in EO 1047.

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

**1. Program Identification**

- a. Name, title, and rank of the individual(s) primarily responsible for drafting this proposal.
- b. Term and academic year of self-support program launch (e.g. Fall 2007).
- c. Specify ~~the off-site location (i.e., CSUSM at Temecula, etc.)~~ how this proposed expansion meets one or more of the E.O. 1047 conditions for self-support delivery.
- d. Identify the unit that will have primary responsibility for offering the self-support program, and all CSUSM programs or Departments that will provide courses as part of the self-support degree or certificate.
- e. Is this program offered in collaboration with any other institutions (for example, in partnership with a community college)?

**2. Student Demand**

- a. What evidence exists to demonstrate the need to expand the program to a self-support offering ~~at an off-site location?~~
- b. What community participation, if any, was engaged in the planning process? (This may include prospective employers of graduates.)
- c. What issues of access (i.e., geographic, socioeconomic, scheduling flexibility, etc.) were considered when planning to expand this program to ~~an off-site~~ self-support offering?
- d. What is the expected number of majors in the year of initiation and three years and five years thereafter.<sup>3</sup> What impact on existing campus stateside and EL programs is anticipated (both for the program wishing to expand and other existing programs on campus)?

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

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

- a. Anticipated impact on existing CSUSM campus resources, including faculty and staff resources. All affected departments offering courses in this program should be addressed here. How will the new self-support program be offered without negatively impacting the existing stateside offerings? Give particular attention to how existing tenure-track faculty resources will be deployed across the existing stateside program and the proposed new off-site program.
- b. Space and facilities that would be used in support of the proposed program expansion. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required.
- c. A report provided by the campus Library.<sup>4</sup> What additional library resources (including library instruction, library materials and staff/faculty support) will be needed to expand the program to include a self-support delivery model? Indicate the commitment of the campus either to purchase these resources or to borrow through interlibrary loan or the San Diego Circuit. Note: Student demand figures may be especially helpful in determining database expenses as well as necessary reference or other library faculty/staff support.
- d. How will existing academic technology, equipment, and other specialized materials be impacted by the program's expansion to include a self-support delivery?<sup>5</sup> What additional academic technology,

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<sup>3</sup> Contact Extended Learning for assistance in estimating the number of majors and graduates.

<sup>4</sup> Contact the Library for this report.

<sup>5</sup> Contact Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here.

equipment, staff support, or other specialized materials will be needed to implement the additional delivery model?

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

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



- 47 7. All action items will be accompanied by a motion. Second readings will be accompanied  
48 by a motion to approve the proposed policy, procedure, or program, or to endorse the  
49 document in question. A proposed revision to a policy, procedure, or program will be  
50 accompanied by a motion to replace the existing policy, procedure, or program. In the case  
51 of documents drafted by Senate committees, the Senate may amend the document during  
52 the second reading only via a subsidiary motion; the main motion then applies to the  
53 document as amended.  
54
- 55 8. If an action item comes recommended by a standing committee, the associated motion does  
56 not need to be moved and seconded in the Senate. In this case the chair will announce the  
57 recommendation, and the chair of the recommending committee or designee will initiate  
58 debate by speaking in favor of a motion. If an action item does not come recommended by  
59 a standing committee the associated motion must be moved and seconded before debate  
60 may commence. The mover will start debate by speaking in favor of the motion.  
61
- 62 9. Whenever a vote is taken during an Academic Senate meeting, eligible voters present will  
63 choose between voting 'Yes,' 'No,' 'Abstain,' and not voting at all. Voting may be done by  
64 voice, show of hands, an electronic method (such as clickers), or a secret ballot (with paper  
65 ballots or electronic ballots). To determine the vote's outcome, the YES votes will be  
66 compared to the NO votes; the one with most votes wins.  
67
- 68 10. When voting is done by voice or by an uncounted show of hands, the result shall be  
69 recorded as "The motion (the vote) passed" or "The motion (the vote) did not pass."  
70
- 71 11. When the number of votes is tallied (counting the show of hands, ballots, or electronic  
72 votes), then the results shall be recorded showing the total number of YES votes, the total  
73 number of NO votes, and the total number of ABSTENTION votes. In this case, the  
74 number of abstention votes is recorded for informational purposes only. Only YES votes  
75 and NO votes determine the outcome of the voting.  
76

### 77 78 **EXECUTIVE COMMITTEE**

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

87 **STANDING COMMITTEES OF THE ACADEMIC SENATE**

- 88
- 89 14. Standing Committee meeting times, places, and agendas will be made public and affected
- 90 parties will be invited to clarify on issues, particularly when there is no representative on
- 91 the committee from a constituent unit.
- 92
- 93 15. Agendas and approved minutes of Standing Committee meetings shall be made available
- 94 on the Senate website.
- 95

96 **MEETING NORMS FOR SENATE-SANCTIONED GROUPS**

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- 99 16. Shared leadership: All are responsible for reinforcing norms and ensuring the meeting is
- 100 productive.
- 101
- 102 17. Full participation: Meeting times will be established by consensus to maximize
- 103 participation by all members. All agree to make themselves as available as possible during
- 104 regular working days and hours, Monday through Fridays. Members will come to meetings
- 105 on time and prepared to participate. If absence is anticipated, members will notify the chair
- 106 in a timely fashion.
- 107
- 108 18. Achieving the agenda: The agenda will be distributed in advance, and members will strive
- 109 to stay focused on the agenda.
- 110
- 111 19. Safe environment: All voices are solicited, actively listened to, and respected. Diverse
- 112 viewpoints and contributions from all participants are valued.
- 113
- 114 20. Civilized disagreement: Differing opinions on matters of business are expected. When
- 115 these differences emerge, they will be managed in a respectful, professional manner as
- 116 members work toward a better understanding of one other.
- 117
- 118 21. Self-assessment: Members self-check their own behavior, and regularly assess how well
- 119 the group is functioning and adjust accordingly.
- 120
- 121 22. Sense of humor: Have fun while working towards common goals.

