

AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday ~ March 26, 2014 ~ Kellogg 5207 ~ 12-2 pm

- I. Approval of agenda
- II. Approval of minutes of 03/19/2014 meeting
- III. Chair's report, [Vivienne Bennett](#)
- IV. Provost's report, Graham Oberem
- VI. Discussion items
 - A. Senate Chair Objection to Discontinuation of 2 Human Development Concentrations:
Create Ad Hoc Program Viability Committee
http://www.csusm.edu/policies/active/documents/Academic_program_discontinuance.html
 - B. Senate Chair Letter from CHABSS faculty: request for information, ROTC/MILS
attached
 - C. NEAC Revision of Standing Rules *attached*
 - D. BLP/UCC Report on BS Speech Pathology *attached*
 - E. UCC/NEAC Updates on committee discussion about Grad Studies Committee or
UCC sub-committee
 - F. Beavers President's Awards to include lecturers
 - G. Chair Senate chair & vice chair terms
 - H. Accreditation and Assessment update **Time Certain 1:30**
Regina Eisenbach
- VII. EC members' concerns & announcements

Next meeting: April 9, 11:30-1 p.m. ~ Commons 206

March 19, 2014

The Academic Senate
California State University San Marcos
San Marcos, CA 92096

To Members of the Academic Senate,

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

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

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

To our knowledge, during the abovementioned AY 2008-2009 deliberations, neither the Academic Senate nor the ROTC Study Group were informed that MILS courses were already being taught on the CSUSM campus. This is significant for two reasons: 1) the work of the ROTC Study Group and wider campus discussion were based on the understanding that there were no previous or existing Military

Science courses offered at CSUSM. Instead, there was intensive consideration about the possible ramifications and effects of starting to offer these courses, and 2) two members of the Study Group (Veterans Coordinator and Associate Vice President for Academic Programs) held professional positions that raise questions about their awareness of the already existing Military Science courses on our campus. However, to our knowledge neither they, nor any person associated with or informed about the already existing Military Science courses, shared information with the Academic Senate, ROTC Study Group, or wider campus community about the existence of these Military Science courses.

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

1. How and when did the Academic Senate first learn about the existence of Military Science courses at CSUSM?
2. On what dates were the first Military Science courses taught at CSUSM? When were they first approved? Who approved them?
3. What was the review process for each Military Science course that has been offered at CSUSM? If they were reviewed, when and how did this occur? Which committees reviewed them, approved them, and when did this happen? Which administrators reviewed them, approved them, and scheduled them, and when did this happen? When the first Military Science courses were approved for inclusion in the course schedule, which offices were involved in the approval process? If they were reviewed, were there administrators involved? If so, who were the administrators?
4. If they were reviewed, did the process differ in any way from the review process for academic courses?
5. Was information about the existence or content of Military Science courses at CSUSM shared with any faculty governance group or committee? If so, when, how, and with what committees or groups?

6. What offices or departments were notified about the Military Science courses? When were they notified? Who was in charge of those offices or departments?
7. Were the Military Science courses listed under Extended Learning or scheduled by Extended Learning? If so, how and when did this occur? Who instructed Extended Learning to schedule the courses, and who was in charge of Extended Learning at the time?
8. Were the Military Science courses listed in any published or publicly accessible course schedules, listing of courses, or catalogs? If so, when and where?
9. Were any employees of CSUSM's Veterans Services notified about the existence of Military Science courses when they were first offered? Were they notified at a later date? If so, when, and by whom?
10. Did any employees of CSUSM's Veterans Services know about the existing Military Science courses during the AY 2008-2009 ROTC deliberations by the Academic Senate and ROTC Study Group? If so, did they share this information with the Senate or Study Group?
11. Were any staff members or administrators in Academic Programs notified about the existence of Military Science courses when they were first offered? Were they notified at a later date? If so, when, and by whom?
12. Did administrators or staff members in Academic Programs know about the existing Military Science courses during the AY 2008-2009 ROTC deliberations by the Academic Senate and ROTC Study Group? If so, did they share this information with the Senate or Study Group?
13. The FAQS sheet mentioned above states that the "Army ROTC has 3 offices on the 6th floor of Craven Hall since 2009 and more recently a storage container for equipment near the Mangrum Track." Who authorized this use of space, and when was this done?
14. Did Provost Emily Cutrer know about the existence of Military Science courses at CSUSM? If so, when was she first aware of these courses? If so, did she share this information with the Academic Senate, or with any faculty governance group or committee?
15. Prior to Fall 2013, did Provost Graham Oberem know about the existence of Military Science courses at CSUSM? If so, when was he first aware of these courses? If so, did he share this information with the Academic Senate or with any faculty governance group or committee?

16. Prior to Fall 2013, did President Karen Haynes know about the existence of Military Science courses at CSUSM? If so, when was she first aware of these courses? Did she share this information with the Academic Senate or with any faculty governance group or committee?

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

Sincerely,

Linda Pershing, Professor, Interdisciplinary Programs

Jocelyn Ahlers, Professor, Liberal Studies

David Avalos, Professor, Visual and Performing Arts

Jonathan Berman, Associate Professor, Visual and Performing Arts

Heidi Breuer, Professor, Literature and Writing

Sharon Elise, Professor, Sociology

Alicia Gonzalez, Associate Professor, Sociology

Minda Martin, Associate Professor, Visual and Performing Arts

Mary Jo Poole, Lecturer, Sociology

1 **STANDING RULES OF THE ACADEMIC SENATE**
2

3 **California State University San Marcos**
4

5 **Adopted Fall 1990 by faculty vote**
6 **Amended Fall 1991 by Executive Committee**
7 **Amended Summer 1992 by Executive Committee**
8 **Amended Fall 1994 by Executive Committee**
9 **Amended Fall 1996 by Executive Committee**
10 **Amended Spring 1997 by Executive Committee**
11 **Amended Fall 2011 by Executive Committee**
12 **Amended Fall 2012 by Executive Committee**
13 **Amended Fall 2013 by Executive Committee**
14

15 **ACADEMIC SENATE**
16

- 17
- 18 1. Agendas and approved minutes of the Academic Senate meetings shall be made available
19 on the Senate website.
20
 - 21 2. The Executive Committee will present items to the Senate for a single vote of approval
22 without discussion via the Consent Calendar. Any item can be removed for particular
23 consideration by request of a Senator prior to vote on the list of consent items. **This item**
24 **then becomes a first reading item that is discussed in the same meeting.**
25
 - 26 3. New proposed policies, procedures, and programs developed by standing committees of the
27 Academic Senate will be subject to the first and second reading requirement. Major
28 proposed revisions to such policies, procedures, and programs will likewise be subject to
29 this requirement. Minor revisions, other documents intended for Senate approval, and
30 simple resolutions will not be subject to this requirement unless it is deemed necessary by
31 (1) the Executive Committee or (2) the Academic Senate during the approval of the agenda.
32
 - 33 4. A first reading item is a discussion item, not an action item. Its purpose is to allow the
34 proposer to explain the proposal under consideration. In addition, it provides a forum for
35 Senators to provide comments, suggestions, and questions to the proposer. Between the
36 first and second reading, the proposal remains the property of the proposer, and senators
37 are encouraged to send comments, suggestions, and questions to the proposer via email.
38
 - 39 5. The first and second readings of an item occur in separate Senate meetings. The Senate
40 may suspend this rule and move directly from a first to a second reading via a motion that
41 receives a favorable vote of two-thirds.
42
 - 43 6. A second reading item is an action item. Action items are usually scheduled before
44 discussion items in the agenda.
45

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

76 77 **EXECUTIVE COMMITTEE** 78

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

86 **STANDING COMMITTEES OF THE ACADEMIC SENATE**

- 87
- 88 14. Standing Committee meeting times, places, and agendas will be made public and affected
- 89 parties will be invited to clarify on issues, particularly when there is no representative on
- 90 the committee from a constituent unit.
- 91
- 92 15. Agendas and approved minutes of Standing Committee meetings shall be made available
- 93 on the Senate website.
- 94

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

- 96
- 97
- 98 16. Shared leadership: All are responsible for reinforcing norms and ensuring the meeting is
- 99 productive.
- 100
- 101 17. Full participation: Meeting times will be established by consensus to maximize
- 102 participation by all members. All agree to make themselves as available as possible during
- 103 regular working days and hours, Monday through Fridays. Members will come to meetings
- 104 on time and prepared to participate. If absence is anticipated, members will notify the chair
- 105 in a timely fashion.
- 106
- 107 18. Achieving the agenda: The agenda will be distributed in advance, and members will strive
- 108 to stay focused on the agenda.
- 109
- 110 19. Safe environment: All voices are solicited, actively listened to, and respected. Diverse
- 111 viewpoints and contributions from all participants are valued.
- 112
- 113 20. Civilized disagreement: Differing opinions on matters of business are expected. When
- 114 these differences emerge, they will be managed in a respectful, professional manner as
- 115 members work toward a better understanding of one other.
- 116
- 117 21. Self-assessment: Members self-check their own behavior, and regularly assess how well
- 118 the group is functioning and adjust accordingly.
- 119
- 120 22. Sense of humor: Have fun while working towards common goals.

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

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

This proposed B.S. was added to CSUSM's University Academic Master Plan (UAMP) in March 2013, to be established as a self-support program.¹ Proposers hope to launch the program in Spring 2015 as a residential program at the CSUSM campus, although they do envision moving the program fully online within the next several years.

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

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

¹ The program was added to the UAMP under the name "Communicative Sciences and Disorders."

Extended Learning's draft budget (available on BLP's Moodle page) anticipates a Year 1 cohort of 25 students; however, if demand proves sufficient, up to 50 students could be admitted (divided into cohorts of 25 each, per correspondence with EL Associate Dean Sarah Villarreal). The draft budget estimates tuition at \$350/unit for the first five years of the program. For 30 units per Academic Year, undergraduate students would thus pay tuition of \$10,500/year, plus standard EL student fees laid out at <http://www.csusm.edu/el/aboutus/fees.html>, which includes CSUSM's ongoing Academic Excellence & Student Success Fee.² Built into the student tuition structure is the cost of an iPad, which each student in the program will use in class and for various projects. Any additional software needed will be purchased as part of standard course materials.

Resource Implications:

Faculty: The program requires 51 units of undergraduate instruction in Speech-Language Pathology, or 17 new courses (3 units each). The Department of Speech-Language Pathology currently includes 2 tenure-track faculty members, and the Department is now conducting a search for a third TT faculty member to support this program as well as the existing master's level program.³ Additionally, several TT faculty members from the School of Education will contribute relevant classes in their own fields of expertise, for which EL will reimburse the School of Education. The Speech-Language Pathology Department will continue to utilize lecturer instruction in the master's-level as well as in the new B.S. program. Speech-Language Pathology's existing master's level program employs three full-time and one part-time lecturer, all of whom are anticipated to teach in the new B.S. program; a new lecturer will be hired to teach in the B.S. program in AY 2014/15. Lecturers in EL are paid according to the same pay scale as stateside lecturer employees, and those teaching at least 6 units at CSUSM (even through a combination of EL and statewide programs) earn full benefits. While courses taught through EL do not count toward lecturer "entitlements" to future work in these classes, SLP's lecturers are hired by CEHHS and reimbursed by EL, so these lecturers do earn entitlements for their work. Finally, assigned time (3 units of assigned time each semester, plus 3 units each summer) is also built into Extended Learning's budget to allow a Program Coordinator to run the program.

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

² Current stateside CSUSM tuition and fees are available at http://www.csusm.edu/schedule/spring_2014/fees_and_charges.html; the Academic Excellence & Student Success Fee for both stateside and EL students will be \$150/semester for AY 2014/15, per E.O. 1086.

³ Correspondence with Dr. Moineau indicates that the program anticipates hiring for a fourth tenure-track position in AY 2014/15; however, they have been approved for the fourth hire this year if an appropriate candidate presents him/herself during the current search.

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

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

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

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

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

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

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

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

