

## AGENDA

Executive Committee Meeting

CSUSM Academic Senate

Wednesday ~ April 23, 2014 ~ COM 206 ~ 11:30 am to 1:00 pm

- I. Approval of agenda
- II. Approval of minutes of 4/16/2014 meeting
- III. Chair's report, [Vivienne Bennett](#)
- IV. Provost's report: not attending, no report
- V. Consent calendar items
  - NEAC Recommendations
  - UCC Recommendations
- VI. Discussion items
  - A. NEAC Constitutional Amendments: APC, LATAC & PAC *attached*
  - B. FAC University RTP Policy, New article on applicability of Dept. RTP Standards *attached*
  - C. FAC CEHHS, Speech Language Pathology RTP standards *attached*
  - D. BLP/UCC Pre-Health Professions Certificate *3 attachments*
  - E. NEAC/FAC Lecturer Inclusion, 2 options (white paper on lecturer inclusion at CSUSM on senate page under "Quick links") *attached*
  - F. FAC RTP calendar, AY 14-15 *attached*
  - G. LATAC Faculty preparation for online teaching
  - H. EC Principles for state support vs. self support in program development
  - I. Chair Senate chair & vice chair terms
- VII. Information items
- VIII. EC members' concerns & announcement

**REFERRALS TO COMMITTEES**

- FAC** RTP calendar for AY 14-15
- FAC** Campus-wide PRC policy and procedures
- FAC** Add Article to University RTP Policy re applicability of new/revised department level RTP Standards
- NEAC** Revise APC's charge to include undergraduate and graduate policies explicitly;  
revise APC's charge to add a representative of Graduate Studies
  
- FAC** CHABSS Economics Dept RTP Standards

**Consent Calendar**

**NEAC RECOMMENDATIONS**

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

UCC Course/Program Change Proposals & Reconciliation

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

1 Spring 2014

2 Referendum on Amendments to the

3 Constitution and Bylaws of the University Faculty and the Academic Senate

4 California State University San Marcos (Part II)

5  
6 Wording and Explanation of the Proposed Amendments

7 **Amendment 1: Change of composition and charge of the Academic Policy Committee**

8  
9 **Article 6.5: Academic Policy Committee (APC)**

10 The Academic Policy Committee shall consist of voting faculty members drawn from the  
11 eligible faculty. The eligible faculty of each college-level unit shall elect a representative from  
12 the eligible faculty of that college-level unit to serve as a member of the committee. One  
13 additional faculty member shall be elected by the eligible faculty to represent the faculty at  
14 large. One faculty member shall be elected from among faculty affiliated with graduate  
15 programs. The membership of the Academic Policy Committee shall also include as non-voting  
16 members the Associate Vice President for Academic Programs, the Dean of Graduate Studies &  
17 Associate Vice President for Research, the Associate Vice President for Enrollment Management  
18 Services, the Dean of Extended Learning or designee, and the Project and Degree Audit  
19 Coordinator. One student representative appointed by the Associated Students Incorporated shall  
20 also be a non-voting member of this committee.

21  
22  
23 **Article 6.5.1: Academic Policy Committee Duties**

24 The Academic Policy Committee shall have general oversight of all issues related to the creation,  
25 revision, and implementation of academic policies, procedures, regulations, and guidelines. The  
26 committee shall articulate and implement academic standards through the creation of academic  
27 policies for both undergraduate and graduate studies and shall seek to safeguard the University's  
28 institutional accreditation and the quality of its undergraduate and graduate academic programs.  
29 In pursuit of these duties, the committee may create ad hoc subcommittees.

30  
31  
32  
33 **Amendment 2: Change of name, composition and duties for LATAC (Library and Academic**  
34 **Technology Advisory Committee)**

35 Article 6.9: ~~Library and Academic Technology Advisory Committee (LATAC)~~ Technology Policy and  
36 Advisory Committee (TPAC)

37 The Technology Policy and Advisory Committee ~~Library and Academic Technology Advisory Committee~~  
38 shall consist of voting members drawn from eligible faculty, Academic Affairs staff, and students. The  
39 eligible faculty in each college-level unit shall elect a representative ~~college-level unit~~ to serve on the

40 | committee ~~;~~ and one at-large faculty representative. The Library staff shall select one Library staff  
41 | ~~member~~; the Instructional and Information Technology Services (IITS) staff shall select one IITS  
42 | staff member; the Academic Affairs staff shall select one staff member; and the Associated Students  
43 | Incorporated shall select two student members. The committee shall include as ex-officio, non-voting  
44 | members the Dean of the Library and the Dean of IITS.

45 | Article 6.9.1: ~~Library and Academic Technology Advisory Committee Duties:~~ Technology Policy and  
46 | Advisory Committee Duties:

47 | The committee shall be charged with advising, as necessary, the Dean of the Library and the Dean of  
48 | (IITS) on matters related to the Library and to academic technology. The responsibilities of the Library  
49 | and Academic Technology Advisory Committee. The committee shall have the authority to draft policies  
50 | falling under the jurisdiction of the Academic Senate as they relate to library and academic technology  
51 | issues. The committee will inform the University community about library and academic technology  
52 | policies, financial standing, library collections and services, academic technology and services, and  
53 | media issues. The committee will also serve as a channel of communication for expressing faculty, staff,  
54 | and student needs and expectations to the Library and IITS. ~~The Technology Policy and Advisory~~  
55 | Committee shall include: 1) Drafting policies under the jurisdiction of the Academic Senate as they relate  
56 | to the academic uses of information technology. 2) Coordinating with other standing and special  
57 | committees in formulating, reviewing, and recommending all policies and procedures related to the  
58 | academic uses of information technology. 3) Advising the Academic Senate and other members of the  
59 | university community involved in planning, development, implementation, and application of  
60 | technology campus-wide, and assisting in the communication and collaboration between, and among  
61 | various constituencies and communities of technology users. Examples may include, but are not limited  
62 | to, issues that emerge from the use of technology to support teaching and learning, research, faculty  
63 | professional development, online instruction, accessibility, copyright, software licensing, the generation  
64 | and use of electronic databases, email, systems and servers, networks and network security, the campus  
65 | wireless environment, and emerging technologies. 4.) Preparing an annual report on the state of  
66 | technology, online instruction at CSUSM, and relevant emerging technologies and trends. This report  
67 | should be 2-5 pages and may be based on, among other sources, a survey of faculty, information from  
68 | Academic Programs, and college and campus strategic planning documents. This report is not a  
69 | substitute for a year-end report to the Senate. In pursuit of these duties, the committee may create ad  
70 | hoc subcommittees.

71 | *Rationale: The committee would like to update its name, composition, and duties. Its charge has*  
72 | *been changed and Library-related functions have been removed. These changes are a response*  
73 | *to changes in academic uses of information technology and the fact that the*  
74 | *committee's Library-related functions are now handled by librarians. The library staff position*  
75 | *has been removed from the committee as well.*

### 77 | **Amendment 3: Program Assessment Committee Membership**

78 | **Article 6.11: Program Assessment Committee (PAC)**

79 The Program Assessment Committee shall consist of voting members drawn from the eligible faculty.  
80 The eligible faculty in each college-level unit shall elect representatives from the eligible faculty of their  
81 college-level unit to serve on the committee as follows: two faculty members from the College of  
82 Humanities, Arts, Behavioral and Social Sciences (one from a discipline in Humanities and Arts and one  
83 from a discipline in Behavioral and Social Sciences); two faculty members from the College of Education,  
84 Health and Human Services (one from Education and one from another discipline); one faculty member  
85 from each of the other college-level units; and one faculty member who is affiliated with an  
86 interdisciplinary program. ~~One~~ Two additional faculty members shall be elected by the eligible faculty  
87 to represent the faculty at large. The committee shall include as a non-voting member, the Dean of  
88 Graduate Studies and Associate Vice President for Research, a representative from the Office of the  
89 Associate Vice President for Academic Programs, and the Learning Outcomes Assessment Fellow (or  
90 equivalent).

91 *Rationale: The Program Assessment Committee would like to increase its membership in order to include*  
92 *an additional at-large member, and an affiliate of an interdisciplinary program.*

93

94 *FAC Rationale:*

95

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

102

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

106

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

113

114

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

116

117 Department (or equivalent) and College (or equivalent) RTP standards express values, expectations,  
118 and/or requirements that are more specific than the university RTP document. These specific standards  
119 provide clear guidance to probationary and tenured faculty members and also provide important  
120 information to reviewers at all levels.<sup>1</sup>

121

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

125

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

129

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

131

132 ❖ All new probationary tenure-track faculty members with hire dates after the president's approval of a  
133 new or substantially revised department/college (or equivalent) RTP document will be governed by  
134 that document.

135

136 ❖ Probationary faculty:

- 137 ➤ Prior to the first evaluation following the president's approval of the department/college (or  
138 equivalent) RTP ~~document~~ standards, each probationary faculty member shall submit a form  
139 indicating their exemption to the application of the new/significantly revised RTP standards.  
140 ➤ The completed form shall be included in the WPAF/PAF along with any applicable standards.<sup>2</sup>  
141 Once this decision has been made, it may not be changed.  
142

143 ❖ Tenured Faculty

- 144 ➤ Within six months following the president's approval of the new/substantially revised  
145 department/college RTP document, the tenured faculty member who shall undergo Periodic  
146 Evaluation of Tenured Faculty<sup>3</sup> or request promotion to Full Professor/Librarian/SSP-AR III,  
147 shall complete a form indicating their exemption from the new/substantially revised department  
148 (or equivalent) and/or College (or equivalent) RTP standards.

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<sup>1</sup> This rule does not address the situation where minor changes are made to college or department (or equivalent) RTP standards.

<sup>2</sup> The WPAF checklist will need to be updated.

<sup>3</sup> What was formerly called PTPE or post tenure review will be officially renamed "Periodic Evaluation of Tenured Faculty" pending approval of FAC item on 4/23/14 senate agenda.

149  
150  
151

- The completed form shall be included in the WPAF/PAF. Once this decision has been made, it may not be changed.



152 Exemption Form<sup>4</sup>

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

155

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

159

160

161

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162 Department or College RTP Standards from which I am exempt

163

164

165

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166 Signature & Date

167

168

169 Attachment:

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

171

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<sup>4</sup> To be added as an appendix.

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

5 SE

6 Definition: Standards governing RTP process for faculty in the Department of Speech Language  
7 Pathology (SLP).

8

9 Authority: The collective bargaining agreement between The California State University and the  
10 California Faculty Association.

11

12 Scope: Eligible SLP faculty at California State University San Marcos.

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Karen S. Haynes, President

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Graham Oberem, Provost & Vice President for Academic Affairs

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Approval Date

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Approval Date

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22 **I. I. Preamble**

- 24     A. This document sets forth general standards and criteria for retention, tenure, and promotion of
- 25         tenure-track faculty in the Department of Speech Language Pathology as a unit within the
- 26         College of Education, Health, and Human Services.
- 27     B. The provisions of this document are to be implemented in conformity with University RTP
- 28         Policies and Procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and
- 29         the University Policy on Ethical Conduct.
- 30     C. The Department is guided also by the standards of the American Speech Language Hearing
- 31         Association (ASHA) Tenure Track faculty must comply with requirements specified by the
- 32         Council on Academic Accreditation in Audiology and Speech-Language Pathology of the
- 33         American Speech-Language Hearing Association, as it relates to Standard 2.0 – Faculty, and must
- 34         adhere to the ASHA code of Ethics.”<sup>5</sup>

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<sup>5</sup> [http://www.asha.org/academic/accreditation/standards\\_forms/](http://www.asha.org/academic/accreditation/standards_forms/)  
 EC 10/23/2013

## 35 II. II. Introduction and Guiding Principles

36

- 37 A. All standards and criteria reflect the University, College and Department Mission and Vision  
38 Statements and advance the goals embodied in those statements.
- 39 B. The performance areas that shall be evaluated include teaching, research/creative activities, and  
40 service. While there will be diversity in the contributions of faculty members to the University,  
41 the Department affirms the university requirement of sustained high quality performance and  
42 encourages flexibility in the relative emphasis placed on each performance area. Candidates  
43 must submit a comprehensive curriculum vita (CV) and narrative statements describing the  
44 summary of teaching, research/ creative activity, and service for the review period. The faculty  
45 member must meet the minimum standards in each of the three areas.
- 46 C. Items assessed in one area of performance shall not be duplicated in any other area of  
47 performance evaluation. Items shall be cross-referenced in the CV, narrative statements, and  
48 WPAF to demonstrate connections across all three documents. Candidates who integrate their  
49 teaching, research/creative activities, and/or service may explain how their work meets given  
50 standards/criteria for each area.
- 51 D. The Department recognizes innovative and unusual contributions (e.g., supervising research,  
52 using particularly innovative or challenging types of pedagogy, writing or rewriting programs,  
53 curriculum development, assessment development, accreditation or other required report  
54 generation).
- 55 E. Retention, tenure, and promotion decisions are made on the basis of the evaluation of  
56 individual performance. Ultimate responsibility for understanding the standards, meeting the  
57 standards, and effectively communicating how they have met the standards rests with the  
58 Candidate. In addition to this document, the candidate should refer to and follow the University  
59 RTP Policies and Procedures. Candidates should also note available opportunities that provide  
60 guidance on the WPAF and describe the responsibilities of the candidate in the review process  
61 (e.g., Provost's RTP meetings; Faculty Center Professional Development, and advice and counsel  
62 by tenured faculty.) Candidates are encouraged to avail themselves of such opportunities.
- 63 F. Candidates for retention will show effectiveness in each area of performance and demonstrate  
64 progress toward meeting the tenure requirements in the areas of teaching, research/creative  
65 activities, and service.
- 66 G. Candidates for the rank of associate professor require an established record of effectiveness in  
67 teaching, research/creative activities, and service to the Department, School and University.
- 68 H. Candidates for the rank of professor require, in addition to continued effectiveness, an  
69 established record of initiative and leadership in teaching, research/creative activities, and  
70 service to the Department, School, University, community, and profession. Promotion to the  
71 rank of professor will be based on the record of the individual since promotion to the rank of  
72 associate professor.
- 73 I. The granting of tenure at any rank recognizes accomplishments and services performed by the  
74 Candidate during the individual's career. The record must show sustained and continuous  
75 activities and accomplishments. The granting of tenure is an expression of confidence that the  
76 faculty member has both the commitment to and the potential for continued development and  
77 accomplishment throughout the individual's career. Tenure will be granted only to individuals  
78 whose record meets the standards required to earn promotion to the rank at which the tenure  
79 will be granted.
- 80

81 **III. III. GENERAL STANDARDS**

82 A. Retention: A positive recommendation for retention requires that the Candidate’s  
83 record clearly meets the articulated standards for the granting of a retention decision in  
84 each of the three areas: teaching, research/creative activity, and service.

85 B. Tenure and/or Promotion: A positive recommendation for tenure or promotion requires  
86 that the Candidate’s record clearly meets the articulated standards for the granting of a  
87 tenure/promotion decision in each of the three areas: teaching, research/creative  
88 activity, and service.

89 C. Early Tenure (prior to the 6th year in rank): *This option for assistant professors* is  
90 considered an exception. A positive recommendation for early tenure requires that the  
91 Candidate’s record clearly meets the articulated standards for the granting of a  
92 tenure/promotion decision in ALL areas. To be eligible for early tenure, a Candidate  
93 must show a sustained record of successful experience at a university, and that  
94 experience must include at least one full year at California State University San Marcos  
95 prior to the year of review for tenure.

96 D. Early Promotion (prior to the 6th year in rank): *This option for associate professors* is  
97 considered an exception. A positive recommendation for early promotion requires that  
98 the Candidate’s record clearly meets the articulated standards for the granting of a  
99 tenure/promotion decision in ALL areas. To be eligible for early promotion a Candidate  
100 must show a record of successful experience at a university, and that experience must  
101 include at least one full year at California State University San Marcos prior to the year  
102 of review for promotion.

103 E. Faculty who are hired at an *advanced rank without tenure* may apply for tenure after  
104 two years of service at CSUSM (i.e., in fall of their third year at CSUSM). A positive  
105 recommendation requires that the Candidate’s record at CSUSM clearly demonstrates a  
106 continued level of accomplishment in all areas and, together with the Candidate’s  
107 previous record, is consistent with the articulated standards for the granting of tenure  
108 at the faculty member’s rank.

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

110 **0 A. Department Priorities and Values in Teaching and Learning**

111  
112 1. In the Department of Speech Language Pathology, “effective teaching” is  
113 defined as activity that promotes student learning, reflection, and professional  
114 growth in support of the Department Mission and is demonstrated by  
115 information in the teaching portfolio section of the WPAF. Teaching in the SLP  
116 should explicitly support the Mission Statement. Teaching is multifaceted and  
117 may include instructional activity that takes place at off-site locations.

118 2. The most important teaching activities include, but are not limited to:

- 119 • Classroom modality, face-to-face, blended, online, on-campus, off-site,  
120 distance learning teaching  
121 • Supervision of graduate and undergraduate students  
122 • Supervision of masters theses or projects and doctoral dissertations and  
123 research  
124 • Supervision of student independent study  
125 • Training and/or supervision of lecturers or colleagues  
126 • Student advising and counseling  
127 • Laboratory teaching  
128 • Clinical teaching/ practice  
129 • Seminar courses  
130 • Undergraduate and graduate courses  
131 • Supervision of field work and independent research  
132 • Supervision of teaching and graduate assistants  
133

134 3. Effective faculty members set clear student learning outcomes for their  
135 students, employ a range of instructional strategies, and teach in ways that  
136 effectively engage students in the learning process.

137 4. SLP approaches to support excellent teaching include collaboration, team  
138 teaching, service learning and co-teaching.

139 5. Evaluations of teaching will focus on determining a profile of the Candidate's  
140 teaching effectiveness. To determine such a profile, teaching will be assessed  
141 by holistic evaluation of evidence, including candidates' reflective statement on  
142 teaching, student evaluations, reflective practice, and selected items that the  
143 candidates believe best represent their teaching, as described in the University  
144 RTP document and further illustrated below in section B.

## 145 *1 B. Required Evidence of Teaching*

146

147 1. Teaching Reflective Statement

148 A reflective narrative including any selected items from section IV.A.2. (above)  
149 and all teaching evidence discussed in the file should reflect continued success  
150 and/ or improvement in teaching. In this statement, candidates shall provide a  
151 clear and concise reflective self-assessment of their teaching philosophy,  
152 experience, and performance. The reflective statement may include the  
153 Candidates' philosophy of teaching and learning, pedagogical connections  
154 between the techniques they employ when teaching and their philosophy of  
155 teaching and learning, impact of any notable teaching accomplishments or  
156 awards, improvements made as a result of lessons learned from their teaching  
157 and/or student evaluations, impact of course innovation or development,  
158 and/or their approach to supervision of graduate students. As part of the  
159 reflective statement, candidates shall provide a brief summary of student

160 evaluation ratings exemplifying teaching supported by a brief discussion of  
 161 these evaluations. Evaluation ratings and narrative shall specify rationale for  
 162 categories chosen (e.g., quality of course, instructor preparedness, active  
 163 learning encouraged) and particular teaching context (e.g., new prep, co-taught,  
 164 curriculum modifications, extenuating circumstances). Course evaluations and  
 165 narrative should reflect evidence of thoughtful reflection on student  
 166 ratings/feedback, concise discussion of changes based on the feedback and  
 167 improvement over time in evaluations.

168 2. Teaching and/or Supervision Assignments

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

172

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

173

174 3. Student Evaluations from Teaching and/or Supervision Assignments

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

178 4. Representative Syllabi from Courses Taught

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

183 **2 C. *Optional Evidence of Teaching***

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

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

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



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

194 3. Academic Advising

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

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

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

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

### 210 3 D. *Evaluation of Teaching*

211 1. General Standards

212 Candidates will be assessed on the quality of the evidence provided on the set  
213 of indicators they select, rather than on the quantity of indicators selected. In all  
214 cases, candidates will be assessed on the quality and the totality of the evidence  
215 provided. When judged as a group, no one indicator may be used to determine  
216 the overall rating of teaching effectiveness.

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

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

226 3. Tenure and/or Promotion from Associate Professor to Professor

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

232 4. Retention

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

239 **V. STANDARDS AND CRITERIA FOR RESEARCH AND CREATIVE**  
240 **ACTIVITY**

241 **4 A. *Department Priorities and Values in Research and Creative***  
242 ***Activity***

243  
244 In the Department of Speech Language Pathology, research/creative activity is defined  
245 as creating, synthesizing, and disseminating knowledge beyond the classroom.  
246 Research/creative activity may be basic, applied, integrative, reflective, and/or related  
247 to teaching and accreditation.

248 **5 B. *Department's Research/ Creative Activity Standards within***  
249 ***Context of Discipline***

250  
251 Research/creative activities take many forms in the Department of Speech Language  
252 Pathology. These may include, but are not limited to, qualitative, quantitative, and  
253 applied research conducted both individually and collaboratively. Applied research is  
254 defined as creative activity that relates directly to the faculty member's intellectual  
255 work. This type of scholarship is carried out through such activities as program  
256 development, program or curriculum evaluation, policy analysis, action research,  
257 collaborative research with academics and community members, etc. These activities  
258 are tied directly to the professor's special field of knowledge and are aimed at  
259 substantive change in clinical practices. Applied research requires rigor and  
260 accountability. Multi-author and cross-disciplinary presentations and publications are  
261 encouraged as the field of speech language pathology is multidisciplinary and values  
262 collaborative research and creative activities. When multiple authors are present on  
263 research and creative activities, candidates shall specify their specific role on the item  
264 (e.g. role: first author, second author, equal authorship, etc.)

265 6 C. *Evidence of Research/Creative Activity*

266

267 Evaluations of research/creative activity will focus on developing a profile of the  
268 Candidate’s research/creative activities as well as an understanding of the impact and  
269 benefit of their work. To determine such a profile, the Candidate’s research/creative  
270 activities will be assessed by *holistic* evaluation of the Candidates’ reflective statement,  
271 work, and selected items that the candidates believe best reflects their progress, as  
272 described in the University RTP document and further illustrated below.

273 1. Research/Creative Activity Reflective Statement

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

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

- 280 1) Papers published or accepted for publication in peer reviewed/  
281 refereed journals, including online journals
- 282 2) Peer or editor reviewed published book chapters of original  
283 material and original monographs
- 284 3) Peer or editor reviewed books, manuscripts, electronic or other  
285 projects and/or programs published or accepted for publication  
286 as works that contribute new knowledge and/or to practice as  
287 demonstrated by professional and academic reviewers
- 288 4) Peer reviewed /refereed presentations at national or  
289 international conferences
- 290 5) Significant program development including applied scholarship,  
291 curriculum writing, or accreditation work, which requires  
292 outside agency approval and/or peer review.
- 293 6) Funded peer reviewed external grants for research/creative  
294 activity work, in progress or completed

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

- 296 1) Papers published in refereed proceedings
- 297 2) Refereed presentations at professional meetings
- 298 3) Invited presentations at professional meetings

- 299 4) Editor reviewed articles published in journals, newspapers,  
300 magazines, and other media
- 301 5) Published case studies
- 302 6) Applied research/creative activity that is published, presented  
303 at a conference or meeting, or applied in a professional setting
- 304 7) Published review of books, articles, programs, and conferences
- 305 8) Session discussant at a professional meeting
- 306 9) Invited keynote or speaker
- 307 10) Special recognition and awards for research/creative activities
- 308 11) Funded regional or internal grants for research/creative activity  
309 work (e.g., local organizations, University Professional  
310 Development, etc.)
- 311 12) Self published books
- 312 13) Workshops
- 313 14) Unfunded peer reviewed external grants for research/creative  
314 activity work
- 315 15) Working papers
- 316 16) Submitted papers
- 317 17) Sponsored or contract research
- 318 18) Technical reports
- 319 19) Unfunded grants

320 **7 D. Evaluation of Research/ Creative Activities**  
321

322 1. General Standards

323 Candidates will be assessed on the quality of the evidence provided, the  
324 evidence of sustained scholarship, and the totality of their work. *A variety of*  
325 *types of work must be provided including peer reviewed publication.* When  
326 judged as a group, no one indicator of research/ creative activities may be used  
327 to determine the overall rating of quality of research/ creative activities. In all  
328 cases, the reputation of the publication and/or meeting will be considered when  
329 evaluating the contribution. All faculty members in the Department of SLP have  
330 a responsibility to engage in program development and accreditation activities

331 associated with our two accrediting bodies (CAA of ASHA and the CCTC). With  
332 changing standards and on-going assessment requirements, these peer-  
333 reviewed activities can be time intensive. Faculty may therefore face limitations  
334 in the quantity of items in research/creative activity while they are engaged in  
335 peer-reviewed accreditation activities.

- 336 2. Tenure and/or Promotion from Assistant Professor to Associate Professor
- 337 a. At least three items from category Category A (at least two items must  
338 be peer reviewed or refereed publications or grants).
- 339 b. At least three items from Category B

340 For early consideration for tenure and promotion candidates must satisfy  
341 requirements for both a and b above.

- 342 3. Tenure and/or Promotion from Associate Professor to Professor\*
- 343 a. At least three items from Category A (at least two items must be peer  
344 reviewed or refereed publications or grants).
- 345 b. At least three items from Category B

- 346 4. Retention
- 347 Candidates for retention shall include documentation from the period under  
348 review that demonstrates satisfactory progress toward meeting the tenure  
349 requirements in the area of scholarship. This documentation may include more  
350 items from category B than A.

## 351 V. VI. STANDARDS AND CRITERIA FOR SERVICE

### 352 8 A. *Department Priorities and Values regarding Service Contributions*

353

354 The Department of Speech Language Pathology places a high value on service as an  
355 essential component of faculty work. The Department views activities that enhance the  
356 institution and advance the profession at the local, state, national and international  
357 levels as integral components of faculty service. In the Department, Service is defined  
358 as activities that contribute to the life of the department, school, college, university,  
359 community and/or activities that contribute to the profession and its agencies and  
360 organizations.

### 361 9 B. *Evidence of Service*

362 Evaluations of service will focus on determining a profile of the Candidate's service  
363 activity. To determine such a profile, service will be assessed by *holistic* evaluation of  
364 the candidates' reflective statement, service work, and selected items that the  
365 candidates believe best reflects their progress, as described in the University RTP

366 document and further illustrated below. Particular consideration should be given to the  
367 service necessary to develop courses/programs/majors and a campus structure of a  
368 growing campus.

369 1. Service Reflective Statement

370 Candidates are to provide a clear and concise reflective self-assessment of their  
371 service activities and the impact of this work. Candidates may include  
372 statements regarding any short-term and long-term goals for service activities,  
373 connection to the Department, College and/or University's Mission, reasons for  
374 their involvement, and the impact of their service activities.

375 2. Internal Service Activities

376 a. **Evidence of Service to the Department, School, and/or College (D/S/C)**  
377 may include, but is not limited to:

378 1) Leadership/membership in P/D/SC governance and/or groups  
379 that carry on the business of the P/D/S/C (e.g., committees  
380 [elected or appointed], ad hoc committees, task forces, etc.)

381 2) Leadership/membership in Department accreditation efforts

382 3) Development of new courses or programs for the Department

383 4) Program coordination and/or service (e.g., student interviews,  
384 development of student learning outcomes, administration,  
385 etc.)

386 5) Mentoring of students, tenure-line faculty, lecturers and/or  
387 Supervisors

388 6) Collaboration with colleagues within the Department and across  
389 the University

390 b. **Evidence of Service to the CSU System and/or University** may include,  
391 but is not limited to:

392 1) Innovative leadership initiatives at the university or CSU system  
393 level

394 2) Leadership/membership in groups that carry on the business of  
395 the university (e.g. committees [elected or appointed], ad hoc  
396 committees, task forces, etc.)

397 3) University professional activities, (e.g. service toward university  
398 accreditation, etc.)

399 4) Act as an advisor for a student organization

- 400 5) Commencement marshal
- 401 6) Mentoring of students, tenure-line and full-time faculty, part-
- 402 time/adjunct lecturers and/or Clinical Supervisors
- 403 3. External Service Activities
- 404 a. **Evidence of Service to the Profession** may include, but is not limited to:
- 405 1) Peer reviewer for journal or conference proposals
- 406 2) Membership on Editorial Board for peer reviewed/ refereed
- 407 journal or publication
- 408 3) Leadership in professional organizations as an officer, on a
- 409 committee or task force, etc.
- 410 4) Consultation and expert services
- 411 5) Providing continuing education for community
- 412 b. **Evidence of Service to the Greater Community** may include, but is not
- 413 limited to:
- 414 1) Assist agencies and/or community organizations (e.g., interview
- 415 committee for a school principal, interview panelist, grant or
- 416 award application, textbook adoption committee, etc.)
- 417 2) Development of speech clinics in collaboration with community
- 418 partners to provide services to community members
- 419 2) Consulting (paid or unpaid) with external agencies, (e.g.
- 420 presenting professional development sessions, conducting
- 421 research for a school or hospital, etc.)
- 422 4. Service Awards and Special Recognition

423 **10 C. Evaluation of Service**

424 1. General Standards

425 Candidates will be assessed on the evidence of the quality of evidence provided,

426 the evidence of sustained service, and the totality of their work. When judged

427 as a group, no one indicator may be used to determine the overall rating of

428 service activity. Faculty must provide documentation of their service as part of

429 their WPAF. Such documentation may include a reflective summary of their

430 performance and role on the committee including actions that the faculty

431 member was involved in.

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

433 Candidates for promotion from Assistant to Associate Professor must provide  
434 evidence of effective sustained internal and external service contributions

435 3. Tenure and/or Promotion from Associate Professor to Professor

436 Candidates for promotion from Associate Professor to Professor must provide  
437 evidence of leadership in one or more service activities in addition to  
438 demonstrating sustained active participation in both internal and external  
439 service activities.

440 4. Retention

441 Candidates for retention must provide appropriate and effective evidence of  
442 significant internal service. While not required, external service contribution  
443 will be considered in the evaluation.

## 444 VI. VII. DEFINITIONS OF TERMS AND ABBREVIATIONS

- 445 A. The Department of Speech Language Pathology (SLP) uses the same definitions, terms, and  
446 abbreviations as defined in the University RTP document. For clarity, the use of "is" is  
447 informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is  
448 intentional.
- 449 B. A "standard" is a reference point or formalized expectation against which progress can be  
450 measured for retention, tenure, and promotion.
- 451 C. Faculty have a right to clearly articulated performance expectations. College, Departmental and  
452 School RTP Standards provide consistency in guiding tenure-track faculty in the preparation of  
453 their working personnel action files (WPAFs).
- 454 D. College, Departmental, and School RTP Standards educate others outside of the discipline,  
455 including deans, university committees, and the provost, with respect to the practice and  
456 standards of a particular department/discipline/field.
- 457 E. Colleges, Departments, and Schools must respect the intellectual freedom of their faculty by  
458 avoiding standards that are too prescriptive. Department and School standards should be as  
459 brief as possible with emphasis on the unique nature of the department.
- 460 F. All College, Department, and School RTP Standards shall conform to the CBA and University and  
461 School RTP documents. The SLP RTP Standards document shall contain the elements of  
462 Department RTP standards described below and shall not repeat the CBA, or Department RTP  
463 documents, or include School-specific advice.
- 464 G. All College, Department, or School RTP Standards must be approved by a simple majority of all  
465 tenure-track faculty within a department or School and then be approved by School and the  
466 Academic Senate before any use in RTP decisions.  
467





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

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

7  
8 This program is intended as a post-bac certificate. It would allow individuals holding a baccalaureate  
9 degree outside the sciences to complete a 2-year course of study providing prerequisites to graduate-  
10 level study. Because these necessary courses are typically bottlenecked, non-matriculated students  
11 have difficulty getting enrolled. As described in the P-form, “bundling these courses and offering them  
12 as a certificate program will provide additional access” for post-bac students wishing to pursue  
13 graduate-level work in a variety of health-related fields.

14  
15 **Program Demand:** Detailed projections are not typically provided in P-forms for certificate programs;  
16 however, the proposers make clear that they are confident that there is high demand for the program  
17 based on EL market research. The program will be marketed to post-bac students interested in applying  
18 to medical, dental, optometry, or veterinarian school. EL’s draft budget (posted on EL’s web page)  
19 anticipates a Year 1 entering class of 24 students. Correspondence with the proposers indicates that  
20 CSM anticipates that in following years, they will admit cohorts of 48 each per year (requiring multiple  
21 sections for necessary labs). This 51-unit program will run through Extended Learning, and the draft  
22 budget estimates tuition will run \$450/unit. Additional campus fees for EL students can be found at  
23 <http://www.csusm.edu/el/aboutus/fees.html>.<sup>6</sup> Applicants must hold a bachelor’s degree and have a  
24 GPA of 3.0 or higher for their last 60 units of coursework for the degree. BLP members raised several  
25 questions about the target cohort sizes: for example, several of these courses typically have low pass  
26 rates, and at least some students may transfer in community college and/or university courses that  
27 satisfy program requirements. EL's models are built to take attrition into account, and their break-even  
28 point for each sub-cohort of 24 students is 18 students. Correspondence with the proposers and with  
29 CSM's administration indicates high demand (including waiting lists) for similar programs within the CSU.

30  
31 **Resource Implications:**

---

<sup>6</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).

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

41

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

50

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

55

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

63

64 *IITS:* Correspondence with proposers indicates that all courses will be offered face-to-face, and they do  
65 not anticipate the need for any evening/weekend IITS support. However, BLP anticipates that at least  
66 some instructors will make use of resources such as Cougar Courses and classroom computers and  
67 projectors; per Extended Learning's existing MOU with CSUSM, IITS services are funded by "Direct

68 chargeback for pre-approved services on a billed-quarterly basis (to include both instructional and  
69 administrative services)," and "Added contract services are paid separately."

70

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

7 **Pre-Health Professions Certificate**

8 **Office:**

9 FCB 6-108

10 **Telephone:**

11 (760) 750-3138

12 **Faculty Coordinator:**

13 Sajith Jayasinghe, Ph.D.

14

15 **Pre-Health Advisor:**

16 Thomas Pillsworth, Ph.D.

17

18 **Faculty:**

19 *Biology*

20 Tracey Brown, Ph.D.

21

22 *Chemistry*

23 Jose Mendoza, Ph.D.

24 Sajith Jayasinghe, Ph.D.

25

26 *Mathematics*

27 Olaf Hansen, Ph.D.

28

29 *Physics*  
30 Ed Price, Ph.D.  
31 Stephen Tsui, Ph.D.

32

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

39

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

43 A Pre-Health Advisor provides information to prospective applicants and advises applicants and  
44 students regarding possible paths to health careers. The successful applicant will have a  
45 Bachelor's degree with a GPA of at least 3.0 in the last 60 units completed for the degree; see  
46 [www.csusm.edu/el/certificateprograms](http://www.csusm.edu/el/certificateprograms)  
47 for more admissions requirements. Bundling the prerequisite courses and offering them as a  
48 certificate program provides students timely access to these courses. Some health professional  
49 schools or standardized exams require knowledge of additional topics such as Psychology or  
50 Sociology. The Pre-Health Advisor will assist the student in identifying any additional courses  
51 that may be needed, which students can then take through Open University or elsewhere on a  
52 space available basis.

53

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

58

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

61

62 Course requirements of the Pre-Health Professions Certificate:

63

**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
<b>Total</b>	<b>51</b>

64



1           **Lecturer Inclusion Taskforce : Options for Increased Lecturer Inclusion in Senate**

2   The FAC/NEAC Lecturer Inclusion Taskforce has met throughout the current academic year.  
3   We are bringing forward two options for increased lecturer inclusion for EC’s consideration.  
4   Although the entire committee is supportive of increased lecturer inclusion in some form, there  
5   was some debate as to what form it should take.

6  
7  
8   *Option 1: Proposed Changes to Article 3, Article 5. 1, Article 5.1.1. and Article 6.1 was brought*  
9   *forth by the lecturer representative on FAC in consultation with other lecturers on campus who*  
10   *would like to increase inclusion on Senate. These changes help clarify existing language in the*  
11   *Constitution and make the change of broadening lecturer voting rights beyond lecturer faculty*  
12   *with full-time entitlements. All lecturers with 1 -year appointments would now be eligible faculty*  
13   *and able to serve as Senators. These changes would preserve the status quo regarding*  
14   *representative proportionality as well as reserve Senate Committee membership to the same pool*  
15   *of full-time faculty as is currently in place.*

16  
17   Constitution of the University Faculty & Academic Senate

18   **Article 3: Faculty Membership**

19   Voting members of the Faculty shall consist of tenured and tenure-track persons holding faculty rank,  
20   library faculty, Student Services Professional-Academic Related faculty (hereafter, SSP-AR), and ~~full-time~~  
21   temporary faculty holding at least one-year appointments in academic departments. Faculty with the  
22   voting franchise shall be called eligible faculty.

23   **Article 5.1: Senate Membership**

24   Voting members of the Senate shall consist of those members of the Faculty and the ~~lecturer-part-time~~  
25   faculty representatives who have been duly elected or appointed to the Senate according to this  
26   Constitution and Bylaws of the University Faculty and the Academic Senate; the CSUSM representatives  
27   to the Academic Senate of the California State University; the Associated Students, Incorporated,  
28   representative; and the staff representative; together with the Chairs of the Academic Policy  
29   Committee; Budget and Long-Range Planning Committee; Faculty Affairs Committee; General Education  
30   Committee; Library and Academic Technology Advisory Committee; Nominations, Elections,  
31   Appointments, and Constitution Committee; Program Assessment Committee; Student Affairs  
32   Committee; and University Curriculum Committee, if they were not otherwise elected to a Senate seat.

33   **Article 5.1.1: Representative Proportion of Membership**

34   The Senate shall be representative of the ~~full-time faculty~~ Faculty in proportion to the number of full-  
35   time ~~eligible~~ faculty in each college-level unit. The term “college-level unit” will be understood to  
36   include colleges and schools not within a college. In addition, the Library will be classified as a college-  
37   level unit. For the purposes of Senate elections and membership, Student Services Professionals –  
38   Academic Related (hereafter SSP-AR) will also be classified as a college-level unit. The number of seats  
39   for each college-level unit will be that unit’s proportion of the total ~~eligible full-time~~ faculty multiplied by

40 50. Fractional seats will be rounded up if they are .5 or greater and rounded down otherwise, except  
41 that each unit will be guaranteed a minimum of one seat.

42

### 43 **Article 6.1: Standing Committee Membership**

44 | Faculty voting members of the Standing Committees of the Senate will be drawn from the [full-time](#)  
45 Faculty eligible for the Senate according to the Academic Senate Election Rules and Guidelines. Faculty  
46 Committee members shall serve staggered two-year terms except for the members of the Executive  
47 Committee, which draws its membership from current chairs of the standing committees. The chair of  
48 each standing committee shall be elected by the voting members of the committee from the eligible  
49 faculty on the committee. Student members and staff members shall serve one-year terms.

50

51 *Option 2: Proposed changes to Article 5.1 and Article 5.1.1.*

52 *Rationale: These changes would reserve four additional seats on the Senate for part-time faculty,*  
53 *which would result in a total five seats on the Senate for part-time faculty (note: there is*  
54 *currently one part-time lecturer seat on Senate). This option would require additional seats in*  
55 *the room in which we meet for Senate, but there seem to be ways for this to work successfully.*  
56 *This option does not state that the seats need to be assigned to specific college-level units, but it*  
57 *certainly could be added to the language if it is widely supported.*

58 Constitution of the University Faculty & Academic Senate

### 59 **Article 5.1: Senate Membership**

60 | Voting members of the Senate shall consist of those members of the Faculty and the [part-time](#) lecturer  
61 faculty representatives who have been duly elected or appointed to the Senate according to this  
62 Constitution and Bylaws of the University Faculty and the Academic Senate; the CSUSM representatives  
63 to the Academic Senate of the California State University; the Associated Students, Incorporated,  
64 representative; and the staff representative; together with the Chairs of the Academic Policy  
65 Committee; Budget and Long-Range Planning Committee; Faculty Affairs Committee; General Education  
66 Committee; Library and Academic Technology Advisory Committee; Nominations, Elections,  
67 Appointments, and Constitution Committee; Program Assessment Committee; Student Affairs  
68 Committee; and University Curriculum Committee, if they were not otherwise elected to a Senate seat.

### 69 **Article 5.1.1: Representative Proportion of Membership**

70 The Senate shall be representative of the full-time faculty in proportion to the number of full-time  
71 eligible faculty in each college-level unit. The term “college-level unit” will be understood to include  
72 colleges and schools not within a college. In addition, the Library will be classified as a college-level unit.  
73 For the purposes of Senate elections and membership, Student Services Professionals – Academic  
74 Related (hereafter SSP-AR) will also be classified as a college-level unit. The number of seats for each  
75 | college-level unit will be that unit’s proportion of the total [eligible full-time](#) Faculty multiplied by 50.  
76 Fractional seats will be rounded up if they are .5 or greater and rounded down otherwise, except that

77 | each unit will be guaranteed a minimum of one seat. In addition, four seats in the Senate will be  
78 | dedicated to part-time Faculty and open to part-time faculty from any college-level unit.  
79 |  
80 |





