

AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday ~ April 30, 2014 ~ Kellogg 5207 ~ 12-2 pm

- I. Approval of agenda
- II. Approval of minutes of 4/23/2014 meeting
- III. Chair's report, [Vivienne Bennett](#)
Referral: FAC CHABSS, Economics Dept RTP Standards
- IV. Vice Chair's report, Laurie Stowell
- V. Provost's report, Graham Oberem
- VI. Discussion items
 - A. NEAC Amendment re lecturer inclusion – 2 options, EC needs to make final decision about which one to use *attached*
 - B. FAC University RTP Policy, Article on Applicability of new/revised departmental RTP standards *attached*
 - C. APC Policy on Centers and Institutes *attached*
 - D. APC/GEC Dual Listing of LD and UD courses *attached*
 - E. Chair Develop questions for EC meeting with GSR/AVP candidates
 - F. LATAC Faculty Preparation for Online Teaching
 - G. SAC Definitions of Engaged Learning *attached*
 - 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 & announcements

Next EC meeting Wednesday May 7, 2014 11:30-1:00 in Commons 206

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

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

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 *Rationale: Currently, no Senate Standing Committees are explicitly charged with addressing*
31 *graduate policies and programs. This new language would officially make APC the committee*
32 *that is. The proposed change to the composition of the committee would add a seat to the APC*
33 *for a faculty member affiliated with the Graduate Studies Council.*

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

Next EC meeting Wednesday May 7, 2014 11:30-1:00 in Commons 206

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

38 The Technology Policy and Advisory Committee ~~Library and Academic Technology Advisory Committee~~
39 shall consist of voting members drawn from eligible faculty, Academic Affairs staff, and students. The
40 eligible faculty in each college-level unit shall elect a representative ~~college-level unit~~ to serve on the
41 committee, ~~and one at-large faculty representative.~~ The ~~Library staff shall select one Library staff~~
42 ~~member;~~ the Instructional and Information Technology Services (IITS) staff shall select one IITS
43 staff member; the Academic Affairs staff shall select one staff member; and the Associated Students
44 Incorporated shall select two student members. The committee shall include as ex-officio, non-voting
45 members the Dean of the Library and the Dean of IITS.

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

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

72 *Rationale: The committee would like to update its name, composition, and duties. Its charge has*
73 *been changed and Library-related functions have been removed. These changes are a response*
74 *to changes in academic uses of information technology and the fact that the*

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75 committee's Library-related functions are now handled by librarians. The library staff position
76 has been removed from the committee as well.

77

78 **Amendment 3: Program Assessment Committee Membership**

79 **Article 6.11: Program Assessment Committee (PAC)**

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

94 *An interdisciplinary major or master's degree is one that has over ¼ of its core required courses
95 delivered by faculty outside of a department or program.

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

98 **Amendment 4: Part-time Faculty Voting and Service on Senate**

99 **Article 5.1: Senate Membership**

100 Voting members of the Senate shall consist of those members of the Faculty and the part-time
101 lecturer faculty representatives who have been duly elected or appointed to the Senate according
102 to this Constitution and Bylaws of the University Faculty and the Academic Senate; the CSUSM
103 representatives to the Academic Senate of the California State University; the Associated
104 Students, Incorporated, representative; and the staff representative; together with the Chairs of
105 the Academic Policy Committee; Budget and Long-Range Planning Committee; Faculty Affairs
106 Committee; General Education Committee; Library and Academic Technology Advisory
107 Committee; Nominations, Elections, Appointments, and Constitution Committee; Program
108 Assessment Committee; Student Affairs Committee; and University Curriculum Committee, if
109 they were not otherwise elected to a Senate seat.

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

111 The Senate shall be representative of the full-time faculty in proportion to the number of full-
112 time eligible faculty in each college-level unit. The term “college-level unit” will be understood
113 to include colleges and schools not within a college. In addition, the Library will be classified as
114 a college-level unit. For the purposes of Senate elections and membership, Student Services
115 Professionals – Academic Related (hereafter SSP-AR) will also be classified as a college-level
116 unit. The number of seats for each college-level unit will be that unit’s proportion of the total
117 ~~eligible full-time~~ Faculty multiplied by 50. Fractional seats will be rounded up if they are .5 or
118 greater and rounded down otherwise, except that each unit will be guaranteed a minimum of one
119 seat. In addition, a total of five seats in the Senate will be dedicated to part-time Faculty and
120 open to part-time faculty from any college-level unit.

121 *Rationale: These changes would add four additional reserved seats on the Senate for part-time*
122 *faculty in the name of increasing lecturer inclusion in shared governance. (There is currently*
123 *one seat reserved for part-time faculty on the Senate. The proposed change to Article 5.1*
124 *reflects an increase in the part-time lecturer seats on Senate, and the additional sentence in*
125 *Article 5.1.1 specifies that there will be a total of five such seats in total.)*

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97 *to include an additional at-large member, and an affiliate of an interdisciplinary program.*

98 **Amendment 4: Lecturer Voting and Service on Senate**

99 **Article 3: Faculty Membership**

100 Voting members of the Faculty shall consist of tenured and tenure-track persons holding faculty
101 rank, library faculty, Student Services Professional-Academic Related faculty (hereafter, SSP-
102 AR), and ~~full-time~~ temporary faculty holding at least one-year appointments in academic
103 departments.¹ Faculty with the voting franchise shall be called eligible faculty.² Persons holding
104 MPP (Management Personnel Plan) appointments are excluded.^{3, 4, 5}

105 Endnotes

106 1.Disputes shall be resolved by the Executive Committee of the Academic Senate.

2

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107 2. See Article 2 of the current CBA for further information about the definition of faculty.

108 3. MPP, refers to the employment rights, benefits, and conditions of CSU employees designated as 'management'
109 or 'supervisory' under the Higher Education Employer-Employee Relations Act (HEERA). The Calif. Code of
110 Regulations, Title 5.Education. Division 5: Board of Trustees of The CSU, Article 2.2: Management Personnel Plan
111 uses definitions as specified in HEERA. Supervisory and managerial employee work assignments are described in
112 HEERA.

113 4. Article 6.5, Section 3580.3, of the HEERA California Government Codes states the following in regard to
114 **supervisory employees**, "Supervisory employee" means any individual, regardless of the job description or title,
115 having authority, in the interest of the employer to hire, transfer, suspend, lay off, recall, promote, discharge,
116 assign, reward, or discipline other employees, or responsibility to direct them, or to adjust their grievances, or
117 effectively to recommend such action, if, in connection with the foregoing, the exercise of authority is not of a
118 merely routine or clerical nature, but requires the use of independent judgment. With respect to faculty or
119 academic employees, any department chair, head of a similar academic unit or program, or other employee who
120 performs the foregoing duties primarily in the interest of and on behalf of the members of the academic
121 department, unit or program, shall not be deemed a supervisory employee solely because of such duties....

122 5. Article 1, Section 3562, subsection (k) of the HEERA California Government Codes, states the following in
123 regard to **managerial employees**, "managerial employee means any employee having significant responsibilities for
124 formulating or administering policies and programs. No employee or group of employees shall be deemed to be
125 managerial employees solely because the employee or group of employees participate in decisions with respect to
126 courses, curriculum, personnel and other matters of educational policy. A department chair or head of a similar
127 academic unit or program who performs the foregoing duties primarily on behalf of the members of the academic
128 unit or program shall not be deemed a managerial employee solely because of those duties."

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133 according to this Constitution and Bylaws of the University Faculty and the Academic Senate;
134 the CSUSM representatives to the Academic Senate of the California State University; the
135 Associated Students, Incorporated, representative; and the staff representative; together with the
136 Chairs of the Academic Policy Committee; Budget and Long-Range Planning Committee;
137 Faculty Affairs Committee; General Education Committee; Library and Academic Technology
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147 unit. The number of seats for each college-level unit will be that unit’s proportion of the total
148 ~~eligible~~ **full-time** faculty multiplied by 50. Fractional seats will be rounded up if they are .5 or
149 greater and rounded down otherwise, except that each unit will be guaranteed a minimum of one
150 seat.

151 **Article 6.1: Standing Committee Membership**

152 Faculty voting members of the Standing Committees of the Senate will be drawn from the **full-**
153 **time** Faculty eligible for the Senate according to the Academic Senate Election Rules and
154 Guidelines. Faculty Committee members shall serve staggered two-year terms except for the
155 members of the Executive Committee, which draws its membership from current chairs of the
156 standing committees. The chair of each standing committee shall be elected by the voting
157 members of the committee from the eligible faculty on the committee. Student members and
158 staff members shall serve one-year terms.

159 *Rationale: These changes help clarify existing language in the Constitution and make the change*
160 *of broadening lecturer voting rights beyond lecturer faculty with full-time entitlements. All*
161 *lecturers with 1-year appointments would now be eligible faculty and able to serve as*
162 *Senators. These changes would preserve the status quo regarding representative*
163 *proportionality, as well as reserve Senate Committee membership to the same pool of full-time*
164 *faculty as is currently in place.*

1 *FAC Rationale:*

2

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

9

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

13

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

20

21

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

23

24 Department (or equivalent) and College (or equivalent) RTP standards express values, expectations,
25 and/or requirements that are more specific than the university RTP document. These specific standards
26 provide clear guidance to probationary and tenured faculty members and also provide important
27 information to reviewers at all levels.¹

28

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

32

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

36

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

38

39 ❖ All new probationary tenure-track faculty members with hire dates after the president's approval of
40 a new or substantially revised department/college (or equivalent) RTP document will be governed
41 by that document.
42

43 ❖ Probationary faculty:

- 44 ➤ Prior to the first evaluation following the president's approval of the department/college (or
45 equivalent) RTP document standards, each probationary faculty member shall submit a form
46 indicating their exemption to the application of the new/significantly revised RTP standards.
47 ➤ The completed form shall be included in the WPAF/PAF along with any applicable standards.²
48 Once this decision has been made, it may not be changed.
49

50 ❖ Tenured Faculty

- 51 ➤ Within six months following the president's approval of the new/substantially revised
52 department/college RTP document, the tenured faculty member who shall undergo Periodic

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

² The WPAF checklist will need to be updated.

53 Evaluation of Tenured Faculty³ or request promotion to Full Professor/Librarian/SSP-AR III, shall
54 complete a form indicating their exemption from the new/substantially revised department (or
55 equivalent) and/or College (or equivalent) RTP standards.
56 ➤ The completed form shall be included in the WPAF/PAF. Once this decision has been made, it
57 may not be changed.
58

³ 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.

59 Exemption Form⁴

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

62

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

66

67

68

69 Department or College RTP Standards from which I am exempt

70

71

72

73 Signature & Date

74

75

76 Attachment:

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

78

⁴ To be added as an appendix.

1 I. CENTERS AND INSTITUTES AT CSU SAN MARCOS

Deleted: INSTITUTIONS

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

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12 Centers and institutes report administratively to the President (or the President's designee), as the
13 appropriate administrator for centers and institutes. The appropriate administrator will oversee,
14 publicize, and promote their activities, and will work collaboratively with the centers and institutes to
15 set appropriate goals for success and sustainability. The appropriate administrator will coordinate the
16 periodic evaluation of centers and institutes.

Deleted: associate vice president for research (AVPR)

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

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

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

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

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

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

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59 A. Working proposal development. Normally an officially recognized center or institute is the result of a
60 collaborative proposal from faculty. The founders of a center or institute should begin by meeting with
61 the appropriate administrator to:

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

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

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

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- 73 1. Rationale
 - 74 a. Why is the new center or institute needed?
 - 75 b. Why is the present organizational structure not able to accommodate these needs?
- 76 2. Mission
 - 77 a. What activities will the center or institute promote?
 - 78 b. How does the center's/institute's mission support the mission of the university?
- 79 3. Structure and personnel
 - 80 a. What is the proposed organizational structure of the center or institute?
 - 81 b. What will be the responsibilities of the center or institute director? Who will be the
82 founding director?
 - 83 c. Who are the unit's founding members and how does their expertise relate to its
84 purpose?
 - 85 d. What are the rights, responsibilities, and benefits of membership in the center or
86 institute?
 - 87 e. Will the center or institute have an advisory board? For what purpose? How will
88 members be selected?
- 89 4. Relationship of the center or institute to other university entities
 - 90 a. Which programs, administrative units, colleges or library, other centers or institutes will
91 be involved in the proposed new center or institute?

- 107 b. What effect will the center or institute have on the faculty's department(s)
 108 academically, operationally, and financially?
 109 c. What is its relationship to teaching, coursework, and the instructional program of the
 110 proposer's home department(s), if applicable?
 111 5. Operating expenses, facilities, and equipment
 112 a. What support for the center or institute will be derived from non-university sources?
 113 b. What operating support from the University is required for this center or institute to be
 114 functional on an ongoing basis?
 115 c. What space and facilities will be needed?
 116 d. What other equipment will be needed?
 117 e. What computer and telecommunications equipment will be needed?
 118 f. What library collections and/or services will be needed?
 119 6. Financial support
 120 a. How will the center or institute be financed for the first three years and for at least five
 121 years thereafter? Specifically address the anticipated personnel, operating, space,
 122 equipment, and other costs and how they will be supported.
 123 b. What will happen if outside sources of funding are no longer available after the center
 124 or institute is formed?
 125 7. Evaluation
 126 a. All centers and institutes will undergo periodic evaluation. What are the critical
 127 elements that will go into an assessment of the center or institute's degree of success?

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128 C. Proposal submission. The initiators send the formal proposal to the appropriate administrator, who
 129 will make a recommendation regarding establishment of the center or institute. The appropriate
 130 administrator's recommendation will include:

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- 131 • comments on the technical merits of the proposal (i.e., responses in the formal proposal to the
 132 above questions);
- 133 • a summary of comments received from consulting faculty, staff, and administrators (including
 134 UARSC);
- 135 • identification of the University's and UARSC's obligations and responsibilities regarding
 136 institutional support for the center or institute;
- 137 • a determination concerning the proposed unit's financial viability, including the identification of
 138 any university resources essential to its operation;
- 139 • a finding that all proposed center operations are in conformity with applicable laws and
 140 regulations and with the California State University and campus risk management policies.

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141 Within four weeks of receipt of the formal proposal the appropriate administrator will send the
 142 proposal, accompanied by her/his recommendation, to the Provost and the chair of the Academic
 143 Senate. The senate chair, in turn, will consult with appropriate senate standing committees and either
 144 (a) forward the package to the Provost (accompanied by a senate recommendation); or (b) return the
 145 proposal (accompanied by questions, commentary, and/or suggestions) to the proposers/appropriate

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171 administrator for further development, with a copy of the senate's response to the Provost. The senate
172 chair has six weeks in which to formulate and forward the senate's recommendation to the Provost. If
173 either the appropriate administrator or the senate chair has not completed her/his recommendation
174 within the allotted time, the recommendation will be automatically sent forward to the next step of
175 review.

176 If the Provost approves the proposal and the center/institute is to be established in Academic Affairs,
177 he/she will forward the complete package to the President for action, with a copy to the appropriate
178 administrator, along with a letter of intent identifying the University's obligations and responsibilities to
179 the center or institute, and a draft charter outlining the center's/institute's functions and operations. If
180 the proposed center/institute will be outside of Academic Affairs, the Provost will notify the appropriate
181 administrator of his/her approval and the appropriate administrator will then forward the complete
182 package to the President, as described above. The Provost will strive to complete her/his determination
183 within four weeks. The final decision regarding establishment of a center or institute resides with the
184 President of the university.

185 A center or institute will be granted a written charter that governs its operations for up to six years,
186 renewable upon approval of the President (see evaluation procedures).

187 III. ADMINISTRATION AND ANNUAL REPORT

188 1. Each center or institute shall be administered by a director. The President appoints the center
189 or institute director, after consultation with the search committee and/or the advisory board (if
190 any), and the appropriate administrator. The director will:

- 191 a. be responsible for establishing a vision and goals which support the mission of the
192 center and the University;
- 193 b. be responsible for financial management of the center or institute, ensuring fiscal
194 solvency;
- 195 c. assure that the center or institute operates in accordance with all current university
196 policies;
- 197 d. obtain appropriate approval for noncredit course offerings, if any;
- 198 e. provide consultation with the advisory board (if one exists);
- 199 f. prepare the annual report for presentation to the appropriate administrator;
- 200 g. prepare the self-study for the center or institute's periodic evaluation;
- 201 h. be reviewed in accordance with the terms set forth in the charter of the center or
202 institute.

203 2. Centers and institutes may have advisory boards, as appropriate.

204 3. Administration of finances of the center or institute, except for that portion from the State
205 budget, will normally be handled by UARSC.

- 206 a. When the center or institute receives indirect funds (F&A) from grants for which the
207 center or institute receives resources from a department, the director will negotiate
208 appropriate F&A reimbursement for the departmental resources.

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- 250 4. The director shall prepare, sign, date, and submit an annual report by May 15 of each academic
 251 year to the appropriate administrator. The report shall include a summary of:
- 252 a. projects accomplished during the year, including a listing of the faculty, staff, and
 253 students involved in each and their respective responsibilities;
- 254 b. a balance sheet showing the financial status of the center or institute, including
 255 information on revenues and expenditures;
- 256 c. proposals for external funding submitted during the year;
- 257 d. names, titles, and organizational affiliations of persons serving on the advisory board;
- 258 e. major challenge or issue;
- 259 f. assessment activities; and
- 260 g. proposed goals for the following academic year.
- 261 h. The appropriate administrator will meet with the director to review the annual report
- 262 5. All operations will follow all current policies of the university, including the following:
- 263 a. UARSC shall act as depository and fiscal agent for the center or institute for non-state
 264 funds and provide appropriate accounting and related services, except for the following:
 265 all non-degree credit and non-credit certificate programs and all courses for continuing
 266 education credit will be offered through Extended Learning and funds will be deposited
 267 in the "CERF" account.
- 268 b. All awarded grants and contracts related to a center or institute must follow established
 269 campus procedures, including appropriate approvals at the proposal stage. All grant and
 270 contract funds received by a center or institute from external sources must be
 271 processed through UARSC.
- 272 6. A center or institute may offer non-credit courses only upon approval by the appropriate
 273 academic unit(s).
- 274 7. Members of a center or institute do not have academic titles unless they have them by virtue of
 275 an appointment in a college/library unit.

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- Deleted: The California State University, San Marcos Foundation
- Deleted: University Auxiliary and Research Services Corporation (UARSC)
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276 IV. PROCEDURES FOR PERIODIC EVALUATION OF A CENTER OR INSTITUTE

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

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279 The review committee shall be constituted as follows:

- 280 • The appropriate administrator (who convenes the committee);
- 281 • Two faculty members with relevant expertise appointed by the Academic Senate;
- 282 • One member appointed by the dean of each college/library involved in the center or institute;
- 283 • One member appointed by UARSC;
- 284 • One or more community members, when appropriate, to be named by the President or
- 285 President's designee;
- 286 • An external reviewer from the academic community chosen in accordance with the Academic
- 287 Senate policy on academic program review, when appropriate.

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323 Current members of the center or institute may not serve on the review committee. Deleted: this

324 The director shall prepare, sign, date, and submit to the appropriate administrator a self-study covering Deleted: AVPR

325 the center or institute's mission and history, resources, staff, research, scholarly and creative activities,

326 and administration. The review committee will examine the self-study and annual reports for the period Deleted: , as well as

327 under review and conduct interviews with the director of the center or institute. The review committee, Deleted: ,

328 may also interview the advisory board, affiliated faculty, and/or other individuals associated with the Deleted: , and

329 center or institute. The review committee will tour the physical facilities of the center or institute.

330 The review committee's evaluation shall examine and report findings on the academic, financial, legal,

331 and administrative viability of the center or institute. Particular attention shall be paid to how well the

332 center or institute is fulfilling its charter. The review shall also examine the University's performance in Deleted: u

333 terms of facilitating the ongoing operation of the center or institute.

334 The review committee's report of the findings, conclusions, and recommendations shall be discussed

335 with the director. The committee's final report will be signed and dated by the committee chair and

336 submitted to the Provost. The recommendations will also be reported to the Academic Senate. Upon Deleted: then

337 consideration of the results of the review materials, the Provost shall make recommendations for action Deleted: p

338 to the President. Recommended actions may include charter renewal (including continuation, Deleted: p

339 reorganization, or changes in scope and focus), discontinuance of the center or institute, or other Deleted: p

340 appropriate actions, such as reorganization. A final decision on the recommendation is determined by Deleted:

341 the President. Deleted: p

342 Unless a center or institute's charter is formally renewed by the President following the evaluation Deleted: /renewal

343 process outlined above, the center or institute will cease to exist no later than June 30 of the sixth year Deleted: p

344 following its establishment or most recent renewal. Upon termination, its resources will revert to the

345 Provost for appropriate disposition. Donors' wishes shall be taken into account if donated resources are Deleted: p

346 involved. Notwithstanding a specified termination date, a center or institute may be dissolved at any

347 time through the evaluation process. In the event that a center's or institute's operation should become

348 inimical to the interests of the University, the President, after appropriate consultation, may terminate it Deleted: p

349 at any time.

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

351 The campus will make available to the Office of the Chancellor a list of all CSUSM centers, institutes, and

352 similar entities that meet the definition of a reportable entity under this policy, including the name and Deleted: ,

353 purpose of each entity. The list is to be updated annually.

354

**Dual listing
Definition**

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

Authority

The president of the university

Scope

This policy applies to all CSUSM undergraduate courses..

Karen S. Haynes, President

Approval Date

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

Graham E. Oberem
Provost and Vice President for Academic Affairs

Approval Date

372 **Dual-listing Lower-division and Upper-division Courses**

373 **Preamble**

374 California State University San Marcos allows departments to offer lower-division (100- or
375 200-level) undergraduate courses with upper-division (300- or 400-level) courses having
376 similar course content in a dual-listed arrangement with a single instructor and a common
377 meeting schedule. The dual-listing of lower-division courses with appropriate upper-division
378 courses is a means of facilitating course offerings in circumstances where limited resources
379 would prohibit the offering of courses in the same subject area at both levels
380 concurrently. Such dual-listing could be quite appropriate in studio or activity-based
381 courses. Dual-listing of courses may be necessary in order to provide sufficient offerings
382 within some subject areas. This policy addresses the need to ensure the quality and rigor of
383 dual-listed courses.

384

385 **I. CRITERIA**

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

389 A. The lower-division and upper-division courses must cover similar course content. The
390 titles and descriptions of the two courses must reflect the similarity of the subject
391 matter. The courses must meet in the same classroom at the same time and have the
392 same instructor.

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

397 1. 100- and 300-level

398 2. 200- and 400-level

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

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

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

- 407 F. Students who have completed the upper-division course for credit may not take the
408 lower-division for credit.
- 409 G. Any course that is cross-listed with a dual-listed course is considered to be dual-listed
410 and is governed by this policy.
- 411 H. Independent study, research and internship courses for which independent student work
412 is the primary mode of instruction may not be used as part of a dual-listed arrangement.
- 413 I. If the total enrollment of the dual-listed courses meets minimal enrollment expectations
414 for at least one of the courses of the pair, the dual-listed courses shall be considered to
415 have met minimal enrollment.
- 416 J. The *Class Schedule* should make clear, by means of class notes, that dual-listed courses
417 meet with the same instructor at the same time and location, but that the two courses have
418 different requirements reflecting the different course levels.
- 419 K. Course proposals must be submitted and approved separately for each of the courses in
420 the proposed pairs through the campus curricular review process. The course proposals
421 must address the following:
- 422 1. Both course proposal forms must specify that the courses are dual-listed;
- 423 2. Justification for the dual-listing must be attached to each of the proposals;
- 424 3. Specification of the requirements for the upper-division course must clearly
425 delineate greater expectations and additional requirements for the upper-division
426 students, appropriate to the field of study. At the time of the review of the dual-
427 listing, syllabi for both courses complete with course descriptions, course readings
428 and activities, and Student Learning Outcomes (SLOs) will be submitted to all
429 curriculum committees as support for the dual-listing.
- 430 a. Examples of greater expectations may include that upper-division students
431 conduct more of their work independently and/or demonstrate a higher level
432 of skill.
- 433 b. Examples of additional assignments might include significant research
434 papers, oral presentations of research on course assignments, and/or the
435 demonstration of more sophisticated laboratory or studio skills than those
436 required of students in the lower-division course.
- 437 4. The proposal must specify whether students who have completed the lower-
438 division course for credit are allowed to take the upper-division course for credit. If
439 so, the proposal must explain how it is appropriate for students to be able to receive
440 credit for both courses.
- 441 5. Proposals for dual-listing of courses can be submitted at the same time as the
442 proposals for review of the courses as new courses. Approval of the courses is not

443 contingent upon approval of the dual-listing; however, dual-listing is contingent upon
444 the approval of the courses. Proposals for dual-listing of courses can be submitted
445 for already-existing courses if accompanied by a complete syllabus for both courses.

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

452

453 **II. PROGRAM REVIEW**

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

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

461

462

463

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

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

		learning experiences are designed through a collaboration of the community and the institution or academic unit/program, relying upon partnerships meant to be of mutual benefit. Improvement and sustainability of the experiences and the partnerships are enhanced through formal assessment activities that involve community, faculty, student and institutional perspectives (Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2001).
Senior experience	<p>Structure: Student groups working with local businesses or organizations.</p> <p>Supervision: Faculty</p> <p>Ultimate goal: Application of classroom knowledge to real-world business problems that help students enhance their skills to be the future business leaders of tomorrow.</p>	<p>Senior Experience is the capstone course for the business administration major. Under the direction of a faculty supervisor, small groups of students work on real-world projects submitted by local businesses and organizations. A trade show is held at the conclusion of the semester to showcase students and their projects (COBA website).</p> <p>Teams of students work with businesses as consultants on real-life problems.</p>
Internships	<p>Structure: On- or off-campus organizations partnering with CSUSM academic departments to provide unpaid or paid internships for academic credit.</p> <p>Note: Many internships obtained for academic credit are unpaid; however, employers are encouraged to offer students a regular wage. If unpaid, the employer must ensure the internship meets federal guidelines from the Department of Labor (DOL): http://www.dol.gov/whd/regs/compliance/whdfs71.htm#UHXKLRXA_cw</p> <p>Supervision: Students will be supervised both on site by a designee at the internship organization and by the instructor of the course providing the academic</p>	<p>An academic internship is a University-sanctioned activity that formally integrates the student's academic study with practical experience with a cooperating on- or off-campus organization. An internship may be paid or unpaid, part-time or full-time but in all cases must be a closely monitored, structured activity that complements academic experience from the classroom environment by including agreed upon scope</p>

	<p>credit. Faculty supervisors will communicate with internship organization supervisors to assess student performance prior to assigning credit or grades.</p> <p>Ultimate Goal: To provide students with a high impact educational practice in which they can apply learned academic skills to real world experience. Ultimate goal: Promoting student experiential learning and professional development within their field of study in a professional setting off campus.</p>	<p>and outcomes¹.</p> <p>¹ See, for example, the “Learning Plan” in the 2011 CSU Resource Guide for Managing Risk in Service Learning, pp. 46-47</p>
Clinical practice experiences in nursing and education	<p>Structure: Individual placements in K-12 classrooms (education), clinics or hospitals (nursing) where candidates apply knowledge learned from coursework to the contexts in which they will work professionally.</p> <p>Supervision: Placement facilitated by placement coordinators within either the SOE or SON. Field supervision is completed by faculty.</p> <p>Ultimate goal: (1) Application of theoretical knowledge into professional contexts; (2) Compliance with accrediting organizations and credentialing bodies</p>	<p>Clinical Practice experiences model the belief that relevancy is crucial in professional education. Learning developed in the university courses is designed to complement and support the candidate’s fieldwork.</p> <p>Clinical Practice experiences in both the School of Education and the School of Nursing will be specifically excluded from oversight by Engaged Education as they have specific mandates from outside accrediting agencies</p>
International Service Learning (AACU calls it Global Learning)	<p>Structure: Credit-bearing course project providing a structured and culturally-immersive academic experience in another country, working reciprocally with local institutions to address host community needs while developing our students’ cross-cultural understanding of daily life and global issues.</p> <p>Supervision: Faculty *Supervision may be on or off site and may include direct supervision of the student work, indirect supervision through coursework, or indirect supervision through the Office of Global Education</p> <ul style="list-style-type: none"> Ultimate goal: Provides students with valuable international experience that requires engagement and dialogue in order to widen their perspectives and deepen their intercultural understanding. Helps develop global citizens by providing an experiential foundation for global understanding and global action. Allows students to critically analyze and 	<p>International Service Learning (ISL) is a variation on global education. Combining aspects of traditional study abroad and international volunteerism, these programs give students the opportunity to earn credit abroad while participating in community-based service projects in communities around the globe (Rutgers University). It emphasizes organized service activities that meet/addresses community needs, provide direct interaction and cross-cultural dialogue with others, allow reflection and connection of experience with course content, and a provide a deeper understanding and appreciation of the host country, discipline,</p>

	<p>reflect on the service activity for a better appreciation of course content. Cultivates and enables long-term, and mutually-beneficial engagements between the university and specific international partners. Establishes and enhances university reputation outside the United States</p>	<p>and their own responsibilities as citizens, locally and globally (Bringle & Hatcher 2011).</p>
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Next EC meeting Wednesday May 7, 2014 11:30-1:00 in Commons 206

