

**TIMETABLE FOR PERIODIC EVALUATION AND PERFORMANCE REVIEW
2004/05**

REVIEW	WPAF due	Pre-review for completeness		Candidate adds requested material no later than	Peer Review Committee Review		Candidate picks up recommendation no later than	End of rebuttal/response period *	End of PRC response period **	Dean Review		Candidate picks up recommendation no later than	End of rebuttal/response period *	End of Dean's response period **	P&T Committee Review		Candidate picks up recommendation no later than	End of rebuttal/response period *	End of P&T Committee response period **	President or President's Designee Review		
	Begin	End	Begin		End	Begin				End	Begin				End	Begin				Decision		
Periodic Evaluation (typically 1st, 3rd, and 5th year)	JAN 13	JAN 14	JAN 25	FEB 02	FEB 03	MAR 02	MAR 10	MAR 17	MAR 25	MAR 28	APR 22	MAY 02	MAY 09	MAY 17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2nd Year Retention	SEP 07	SEP 08	SEP 16	SEP 24	SEP 27	OCT 15	OCT 25	NOV 01	NOV 09	NOV 10	NOV 30	DEC 08	DEC 15	DEC 23	N/A	N/A	N/A	N/A	N/A	JAN 03	FEB 15	
2nd Year Retention w/ optional Tenure and/or Promotion	Use above timeline for 2nd Year Retention and continue with the following P&T Committee/President schedule:														FEB 14	MAR 25	APR 11	APR 18	APR 26	APR 27	TENURE JUN 01	
																					PROMO JUN 15	
3rd thru 5th Year Retention (typically 4th year)	SEP 20	SEP 21	SEP 29	OCT 07	OCT 08	NOV 12	NOV 22	NOV 29	DEC 07	DEC 08	JAN 19	JAN 27	FEB 03	FEB 11	N/A	N/A	N/A	N/A	N/A	FEB 14	JUN 01	
3rd thru 5th Year Retention w/ optional Tenure and/or Promotion	SEP 20	SEP 21	SEP 29	OCT 07	OCT 08	NOV 12	NOV 22	NOV 29	DEC 07	DEC 08	JAN 19	JAN 27	FEB 03	FEB 11	FEB 14	MAR 25	APR 11	APR 18	APR 26	APR 27	RET/TEN JUN 01	
																					PROMO JUN 15	
Tenure and/or Promotion Review	SEP 20	SEP 21	SEP 29	OCT 07	OCT 08	NOV 12	NOV 22	NOV 29	DEC 07	DEC 08	JAN 19	JAN 27	FEB 03	FEB 11	FEB 14	MAR 25	APR 11	APR 18	APR 26	APR 27	TENURE JUN 01	
																					PROMO JUN 15	

Holidays/Breaks:
 Labor Day: Sep 06
 Thanksgiving: Nov 25-27
 Winter Holiday/Break: Dec 24 - Jan 11
 M L King Jr.'s Birthday: Jan 17
 Spring Break: Mar 28 to Apr 02

* Candidate may submit a rebuttal/response within 7 days of receipt of the recommendation or by the end date listed on timeline - whichever comes first.
 ** Reviewing committee/administrator may submit response to a candidate's rebuttal within seven days or by the end date listed on timeline - whichever comes first.

NEAC Recommendations
April 21, 2004

Name	Committee	Representing Term	
Gerry Gonzales	Foundation - Grants Subcommittee	At-large	03-05
Bianca Mothe	Foundation - Grants Subcommittee	At-large	03-05
Jocelyn Ahlers	Ad-hoc Academic Programs Marketing Task Force	CoAS	
Glen Brodosky	Ad-hoc Academic Programs Marketing Task Force	CoBA	
Melanie Chu	Ad-hoc Academic Programs Marketing Task Force	Library	
Alice Quicho	Ad-hoc Academic Programs Marketing Task Force	CoE	
Bonnie Bade	Ad-hoc Advisory Committee – Arts & Lecture Series	CoAS	04-05
Fran Chadwick	Ad-hoc Advisory Committee – Arts & Lecture Series	CoE	04-05
Melanie Chu	Ad-hoc Advisory Committee – Arts & Lecture Series	Library	04-05
Jack Leu	Ad-hoc Advisory Committee – Arts & Lecture Series	CoBA	04-05
Karen Schaffman	Ad-hoc Advisory Committee – Arts & Lecture Series	CoAS- VPA	04-05

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Definition of Upper-Division Education

Background

In 1999, the Academic Senate, upon recommendations of the General Education Committee (GEC), passed the following definition for Upper-Division General Education (UDGE):

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

This definition did not specify the number of units for an UDGE course, as all previous submissions for UDGE credit had been three units.

The CSU requirement for UDGE, specified in Title V and Executive Order 595, is a total of nine units. Executive Order 595 authorizes each campus to make "reasonable adjustments" in the number of units, but warns that the adjusted requirements "will not unduly exceed any of the prescribed credit minima."

California State University San Marcos (CSUSM) has further required that the 9 units be specified to include 3 units each in Mathematics and Physical or Biological Science (Area BB), 3 units in Arts and Humanities (Area CC), and 3 units in the Social Sciences (Area DD).

In the 2003-2004 academic year, several courses previously approved for UDGE credit were changed to 4 unit courses, and several new 4-unit courses were proposed for UDGE credit. The approval of 4-unit courses has several possible consequences:

(1) 3-unit UDGE courses may be unavailable for a student in a given area if (a) no 3-unit courses are offered in the area, (b) all the 3-unit courses in the area fill up prior to a student's registration time, or (c) available 3-unit courses in a given area conflict with other aspects of a student's schedule.

47 (2) If a student has to take a 4-unit course instead of a 3-unit course for any of the
48 reasons outlined in (1), that student's fees may increase if (a) the student was
49 planning on taking two 3-unit courses and instead has to take one 4-unit course and
50 one 3-unit course in regular session, or (b) the student is taking the 4-unit course in
51 special session.

52
53 (3) Standard schedule times for 4-unit courses do not mesh well with standard
54 schedule times for 3-unit courses, so a student majoring in a discipline with many 3-
55 unit courses may have a hard time scheduling a 4-unit GE courses to fit his or her
56 schedule, if there are no open 3-unit UDGE courses available.

57
58 In examining the UDGE programs of other CSU campuses, the GEC discovered that
59 some 4 unit courses have been approved for UDGE credit; however, in the vast majority
60 of cases, these courses carry 3 *or* 4 units of credit, with 4 units being required for majors
61 in the department where the course is being offered and optional for nonmajor and
62 general education students. The GEC would be willing to consider approving such a
63 structure for UDGE courses at CSUSM after consultation with academic departments and
64 with the office of the Vice-President for Academic Programs about its effect on class
65 scheduling and other practical issues concerning the delivery of the curriculum.

66
67 Therefore, be it

68
69 **RESOLVED**, that the following paragraph be appended to the Definition of Upper-
70 Division General Education:

71
72 Upper Division General Education courses shall be three-unit courses, or shall
73 provide a 3-unit option to students seeking GE credit, so that three such courses will
74 exactly correspond with the 9-unit Upper Division General Education requirement of
75 the CSU.

76
77 And be it further

78
79 **RESOLVED**, that the UDGE-BB, UDGE-CC, and UDGE-DD forms be amended to
80 reflect this change in the definition of Upper Division General Education.

81

1 **Proposal for:**
2 **Center for Leadership Innovation and Mentorship Building (CLIMB)**

3
4 **1. Rationale**

5
6 **a. Why is the Center needed?**

7
8 CoBA's mission states that "The College will continue to develop programs and
9 relationships with organizations in Southern California. Through these cooperative
10 programs, the College will promote the exchange of ideas and information, provide a
11 laboratory for student learning, and make available the expertise of CoBA faculty." As
12 part of CoBA's mission to reach out to the greater community, the College has been able
13 to attract a large number of scholars, teachers and practitioners of leadership who are
14 dedicated to the idea of serving the needs of the community by providing them with
15 current knowledge of effective leadership and mentoring concepts to improve the practice
16 of leadership in their organizations.

17
18 CoBA offers courses in leadership at both the undergraduate and graduate levels. These
19 courses are in very high demand among the students and all the sections (at the
20 undergraduate level) are usually overenrolled. *A Center is needed to focus the faculty*
21 *expertise in the College of Business Administration and harness it to serve the needs of*
22 *the community through innovative research and collaboration with various internal and*
23 *external constituencies (e.g., students, faculty in other colleges, business and community*
24 *organizations). Thus, a successful leadership center would serve to considerably increase*
25 *the visibility of both the College and the University.*

26
27 There is a significant amount of interest in and demand for best practices in leadership
28 and mentoring, especially in the businesses that are located in the rapidly growing North
29 County area. The College of Business conducted an informal survey of businesses at the
30 Senior Experience Banquet and business students in our MBA program to assess attitudes
31 towards the establishment of a Center. The survey revealed that leadership development
32 is considered an important issue in this region. However, respondents felt that
33 organizations often do not have the resources necessary to conduct their own leadership
34 development and training. In a parallel fashion, because business faculty often do not
35 have readily available primary data sources for research (e.g., organizational employees
36 for survey research), these organizations could successfully provide case studies and
37 other sources of data to facilitate faculty research in the broader business disciplines.

38
39 The new center would enhance the reputation of the entire institution and the business
40 program through these reciprocal relationships that help carry out the mission of both the
41 University and CoBA. At universities across the country (e.g., University of
42 Pennsylvania, SUNY at Buffalo, Arizona State University), leadership centers act as
43 catalysts for path-breaking research and discussion and also serve as an easy entry point
44 for local businesses to get connected to the university in various capacities.

1
2 **b. Why is the present organizational structure not able to coordinate these needs?**
3

4 There is no formal mechanism to capitalize on the leadership expertise in the College of
5 Business Administration with a view to coordinating formal student interactions with
6 business leaders and collaborative research in the leadership area. Whereas individual
7 faculty sporadically offer programs and consult with the business community, there is no
8 central “go-to” organization that students and businesses can take advantage of in order
9 to avail the collective expertise in the College.

10
11 **2. Mission**
12

13 **a. What activities will the Center promote?**
14

15 The mission of the Center is to foster the development of effective leaders at all levels -
16 individual, team, organization, and community. This mission is achieved by promoting
17 innovative leadership research and by offering educational programs and mentoring
18 opportunities to current and aspiring leaders. Listed below are some of the activities that
19 the Center proposes to undertake:
20

- 21 • Conducting research on leadership and related areas such as mentoring
- 22 • Presenting papers at professional conferences
- 23 • Developing student awards for leadership
- 24 • Promoting student and faculty interactions with business leaders (e.g., business
25 breakfasts, In the Executive’s Chair speakers course)
- 26 • Organizing and supporting leadership conferences
- 27 • Creating collaborations with other leadership centers, domestic and international
- 28 • Offering leadership development programs

29
30 **b. How does the Center’s mission statement support the mission statement of the**
31 **university?**
32

33 An important element of CSUSM’s mission is fostering innovative ideas and programs
34 that address the needs of the regional community. As the mission statement states, “As a
35 public university, CSUSM grounds its mission in the public trust, alignment with regional
36 needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of
37 our region and state.” The Center will serve as a visible symbol of the College of
38 Business reaching out to both internal and external constituencies (students, CoBA
39 faculty, and other colleges) and the business community to foster leadership research,
40 education, and practice in the North County area.
41

1 **3. Structure and Personnel**

2
3 **a. What is the proposed structure for the Center?**

4
5 The Center will initially have an Executive Director who will be a full-time faculty
6 member. In addition, there will be area directors with responsibility for different areas,
7 faculty associates and an advisory board comprised of successful leaders from the
8 community and university personnel (e.g., Bruce Nichols, former CEO of Formulabs and
9 recipient of the President's Distinguished Service Award, Lori Pfeiler, Mayor of
10 Escondido and CSUSM alum, Suzanne Valery, Grants Development Specialist,
11 CSUSM).

12
13 **b. What will be the responsibilities of the Center Director (s)? Who will be the**
14 **founding director?**

15
16 The Executive Director and the area directors will be responsible for coordinating basic
17 and applied research projects on leadership and mentoring, identifying the needs of the
18 community and devising programs to meet those needs. They will also work to raise
19 funds from the external community to supplement the initial grant from Qualcomm. The
20 founding director will be Raj Pillai who will serve as Executive Director and oversee the
21 work of the Center. She will be supported by Troy Nielson, Jeff Kohles, and David
22 Bennett who will serve as area directors, and Kathleen Watson, Regina Eisenbach and
23 Ben Cherry who will serve as faculty associates. Dean Guseman will serve in an ex-
24 officio capacity.

25
26 **c. Who are the unit's founding members and how does their expertise relate to its**
27 **purpose?**

28
29 Faculty members Raj Pillai, Troy Nielson, Jeff Kohles, David Bennett, Ben Cherry,
30 Kathleen Watson and Associate Dean Regina Eisenbach are founding members. All of
31 them have expertise in the area of Management and Organizational Behavior. Raj Pillai
32 and Jeff Kohles teach and publish in the area of Leadership. Raj Pillai teaches the
33 Leadership course at both the undergraduate and MBA levels and has worked with
34 community groups like the Carlsbad Chamber of Commerce on leadership programs. Jeff
35 Kohles teaches the Leadership course at the undergraduate level and has previously
36 worked for two other leadership centers in the U.S. Troy Nielson and David Bennett offer
37 the highly successful "In the Executive's Chair" class that has attracted students across
38 the campus and leading members of the business community. In addition, Troy Nielson
39 teaches and does research in mentoring and leadership to a lesser extent. David Bennett
40 has held top management positions in several Fortune 500 companies, serves on several
41 local company boards and is a member of the Chairmen's Round Table. He, too, teaches
42 leadership at both the undergraduate and MBA levels. Regina Eisenbach, a management
43 scholar, has also taught leadership at both the undergraduate and MBA levels. Ben
44 Cherry has expertise in Human Resources Management, and has published research in
45 the areas of trust and effective decision making. Kathleen Watson, who also serves as

1 Department Chair of Management and Marketing, has expertise in the Organizational
2 Behavior and Entrepreneurship areas.

3
4 Members of the business community have been approached and are willing to serve on
5 the advisory board.

6
7 **d. What are the rights, responsibilities, and benefits of membership in the Center?**
8

9 The rights and responsibilities will involve identifying opportunities for research and
10 implementing research projects, collaborating with other entities on campus that are
11 involved in leadership activities, selecting student leaders for the annual leadership
12 awards, and working with the external community to address leadership issues through
13 research, consulting relationships and other activities. The benefits of membership
14 include the opportunity to raise the profile of CSUSM and CoBA in the local community
15 and thereby facilitate fundraising at all levels, as well as generating collaborative activity
16 among University faculty. This, we hope, will benefit the local community and enhance
17 the quality of leadership research and education both inside and outside the classroom.

18
19 **e. Will the Center have an advisory Board? For what purpose? How will members
20 be selected?**
21

22 The Center will have an advisory board. They will brainstorm collaborative activities
23 and help with fundraising. A protocol for selecting board members has not been
24 developed yet but it is likely to be based on invitations to individuals who have already
25 demonstrated enthusiasm for supporting leadership research and programs in their
26 institutions and the greater community.

27
28 **4. Relationship of the Center to other university entities.**
29

30 **a. Which programs, administrative units, colleges or library, other centers or
31 institutes will be involved with the new Center?**
32

33 The Center plans to interface with the College of Arts and Sciences, specifically with
34 their Women's Leadership Studies program and possibly with the College of Education
35 through their Joint Doctoral Program in Educational Leadership. The Center will also
36 work in collaboration with External Affairs on fundraising initiatives, and with Extended
37 Studies toward offering both self-supporting academic credit certificate programs and
38 non-credit programs to the business community.

39
40 **b. What effect will the Center have on the Faculty's departments academically,
41 operationally, and financially?**
42

43 There is no doubt that establishing a successful leadership Center will enhance the
44 visibility of the College of Business Administration in the business community. Informal
45 discussions with, and surveys of, the business community have revealed that there is a

1 need for a Center focusing on leadership research, programs and conferences in the North
2 County area.

3
4 Academically – The Center will help keep faculty members current in the leadership area.
5 The research that the Center supports can enhance the delivery of existing courses and
6 may spur the creation of new courses. Also, involving students as part of coursework or
7 through assistantships/scholarships would enhance the quality of their education.

8
9 Operationally – The Center would need a physical location. Given the construction of
10 the new business building, we would need to identify an office for the Executive Director
11 that is designated as such. Until then, the Center will be coordinated from the office of
12 the Executive Director. Down the road, should there be on campus teaching, we would
13 need access to a classroom.

14
15 Financially – The Center, through its pursuit of grants, community partnerships, and
16 other fundraising activities, would provide much needed funds, both for faculty research
17 and for promoting and rewarding leadership development among business students.

18
19 **c. What is the relationship to teaching, coursework, and the instructional program**
20 **of the faculty’s home department?**

21
22 Leadership is an important element of the Service Sector Management option. In the
23 undergraduate program, the elective, SSM 452 (Leadership in Organizations) builds upon
24 concepts in the basic management and organizational behavior courses (either SSM 304
25 or MGMT 302) and provides students an in-depth coverage of the topic. In the MBA
26 program, BA 622 (Effective Leadership) uses a variety of methods (i.e. case studies,
27 readings, films, etc.) to analyze the factors that lead to leadership effectiveness. The
28 innovative course In the Executive’s Chair, which will be supported by the Center,
29 enables students and community members to learn from the wisdom of successful
30 executives from both for-profit and not-for-profit organizations.

31
32 The Center will potentially enhance the coursework of the students in CoBA by
33 providing specifically targeted courses on leadership that incorporate best practices in the
34 leadership development business that compare with state-of-the-art courses offered in the
35 business curriculum of top rung universities. These courses will be part of the academic
36 curriculum. The Center will also host conferences and research competitions for CSUSM
37 students. The Center’s opportunity to enhance faculty research in the area of leadership
38 and mentoring will undoubtedly be translated to more salient, current, and real-life
39 examples in the classroom.

40
41 **5. Operating expenses, facilities, and equipment**

42
43 **a. What support for the center will be derived from non-university sources?**

44
45 Programs developed by the center will be self-sustaining, either through fees charged or a
46 combination of donations and fees charged. The Center will be set up with a \$100,000

1 initial allocation of funds from the Qualcomm grant to CoBA. We expect that these
2 funds should keep us operating for at least 3 years. We are also planning to raise
3 necessary funds from the business community to fund the activities and operating
4 expenses of the Center in the future.

5
6 **b. What operating support from the university is required for this Center to be**
7 **functional on an ongoing basis?**

8
9 The CoBA Dean supports the creation of this center and is willing to provide basic
10 operational support for the center, including computer, telephone, postage, and basic
11 secretarial support. The Center will not unduly utilize resources of the College and is
12 expected to be self-supporting. The dean has allocated \$100,000 from the QUALCOMM
13 gift to initially fund the Center which should allow the Center sufficient funds to become
14 self-supporting. To support faculty involvement in the establishment and operations of the
15 Center, the Executive Director and the CoBA Dean will negotiate appropriate release
16 time for carrying out these duties in accordance with the College's budget. Should the
17 Center prove itself incapable of generating outside funding this will be taken as a sign of
18 limited need for the Center and it will therefore be scaled back to the level of available
19 support. The Center will not divert resources from the College's basic mission of
20 providing a quality educational experience for our students.

21
22 **c. What space and facilities will be needed?**

23
24 The Center will initially be run out of the office of the Executive Director. If the center
25 activities include the holding of conferences on campus, they will be scheduled at times
26 when the facilities are available for such purpose.

27
28 **d. What other equipment will be needed?**

29
30 No extra equipment will be needed.

31
32 **e. Describe computer and telecommunication needs?**

33
34 The Center will use the normal equipment used by the faculty for teaching and research.
35 If additional equipment is required at a later date, it will be paid for by the Center.
36 Furthermore, the new business building will already have smart classrooms. In addition,
37 there is video conferencing capability planned for the 120 seat auditorium as well as a
38 conference room and a classroom.

39
40 **f. Describe any needs for library collections and services.**

41
42 The library has existing resources in the area of leadership in the form of books, journals
43 and online databases. The media library has several videos that are already being used in
44 the leadership classes offered by CoBA. It is anticipated that once the center gets going,
45 we will work closely with the library to purchase additional materials, books, journals
46 and other resources necessary for the operation of the Center. As we secure funding for

1 activities, costs for acquisitions will be written into proposals and coordinated with
2 library personnel to ensure a mutually beneficial process. It is not anticipated that other
3 library services will be accessed except for research and borrowing capabilities that are
4 within the normal operating scope of the library.

6. Financial support

a. How will the Center be financed for the first three years and for at least five years thereafter?

10 The Center will be supported initially by a grant of \$100,000 from the Qualcomm funds.
11 For the purposes of accounting for the deployment of funds over the three year period,
12 CoBA has tentatively budgeted \$30,000 for supporting and sponsoring major conferences
13 on leadership and mentoring, \$ 20,000 for faculty research efforts, \$ 15,000 for
14 developing promotional materials, \$ 10,000 for attendance at major conferences, and \$
15 25,000 for the development of programs and awards. These figures are subject to change
16 as the founding members make decisions about Center priorities. However, the goal of
17 the Center is to seek the support of the business community and friends of CoBA to help
18 sustain its activities in the future. The Center is not envisaged as a cost center for
19 CoBA. Instead, it is hoped that it will serve as a springboard for attracting resources
20 from the business community that will benefit both the Center and CoBA. One of the
21 founding members, David Bennett, has extensive contacts within the business community
22 which the Center proposes to build upon. Further, through existing programs like the “In
23 the Executive’s Chair” course, the College has reached out to a number of influential
24 business and community leaders and the Center hopes to capitalize on these relationships
25 to achieve mutually beneficial goals. In seeking external funding for specific projects,
26 the Center will work collaboratively with the Office of External Affairs.

b. What will happen if outside sources of funding are no longer available?

31 The Center may remain active on a limited basis.

7. Evaluation

a. All centers and institutes will undergo periodic evaluation. What are the critical elements that will go into the assessment of the Center’s degree of success?

38 The extent to which the Center is able to:

- 40 • Promote leadership and mentoring research among faculty and students in the
41 College of Business
- 42 • Forge partnerships with the local business community in the area of leadership
- 43 • Offer leadership development and mentoring opportunities for students and
44 businesses
- 45 • Serve as a focal point for applied and consultative research in support of the
46 business community in the North County area.

Formal Proposal for The Center on Border Pedagogy

RATIONALE:

Why is the new center needed?

The Center will be specifically focused on the identifying and meeting the needs of educating border students who attend public schools in both the US and Mexico. Specifically, professional growth opportunities for in-service teachers will be provided through center activities. The College of Education has the organizational structures to work effectively with San Diego County Schools and the surrounding areas, however, there is no organizational structure to collaborate with Tijuana educators to improve schooling in the borderlands. Due to our proximity to the border and our mission to provide educational opportunities for all students, it is very important that we establish a strong relationship with the educational institutions (i.e. Sistema Educativo Estatal, UPN, Private Institutions of Higher Education), in Tijuana that work with the same children who are in our public schools.

Why is the present organizational structure not able to accommodate these needs?

Currently, the CoE has many structures for working effectively within the county and the state, but specific structures need to be created to establish collaboration with Tijuana educators, develop curriculum for border pedagogy, conduct research in borderlands education, and engage in professional development activities to improve instructional practices on both sides of the border. Working with the border region will require that relationships are built, memorandums of understanding created, and shared activities be planned and engaged in. Though well within the scope of the vision and mission of the CoE, this Center will fill a specific gap within that structure for establishing a collaborative relationship with our constituents in Tijuana, which have the potential to extending beyond the physical Tijuana-San Diego border to include educating bicultural students within mainstream settings.

At the University level, there are not organizational structures created specifically to examine border pedagogy issues, conduct educational research in the borderlands, or disseminate information to educators and policy makers.

Mission:

The center's primary mission is to promote improved instructional practices in public schools on both sides of the border. The Center on Border Pedagogy will promote dialogues among educators, research in the border region, and the dissemination of information on schooling in the San Diego/Tijuana borderlands. The Center will enhance the mutual understanding and cooperation in the border community by fostering collaboration between educational institutions in both Mexico and the United States. Through student and faculty exchange, regular dialogue and discussion, inter-institutional curricular development, and binational research projects, the center will promote the common interests of the borderland community.

What activities will the center or institute promote?

Currently, under the Border pedagogy initiative, there are a number of activities that have been annualized, such as, the Border Pedagogy Conference, Monthly Binational Seminars,, and this year a Literacy Institute. It is anticipated that the Center will continue these activities and add a few others.

Yearly Border Pedagogy Conferences, alternating between San Diego and Tijuana, with an expected attendance of 300+ participants. The goal of the conferences is to engage in interactive sessions that stress dialogue between educators from the San Diego and Tijuana areas. The primary purpose of the binational dialogue is to begin building bridges of understanding between the educational systems of the two countries.

Monthly Binational Seminars, alternating between the US and Mexico with 30+ participants. Various presenters will be selected to facilitate the seminars based on their expertise in the emerging issues related to schools in the borderlands.

Yearly Binational Retreats, alternating between US and Mexico with a small group of 50+ participants who will review information, look for themes and patterns, plan action research, develop professional writing projects, and deepen conversations. The retreat will have a “Think Tank” format that will yield position papers on Border Pedagogy that will be regionally disseminated for the purpose of improved instructional practices in the CoE’s service area.

Dissemination of Information that is gathered through data collection and research projects that are derived from the conferences, retreats, seminars and other activities. Information will be widely disseminated to different audiences, to include: educators, policy makers, and researchers through the establishment of a journal, a website, and a listserv.

Development of a Border Pedagogy Association that will include membership, a journal, access to information, and other activities.

Clearinghouse of Binational Materials that can be used for research for students who are participating in the institutes, masters of arts program, and the Certificate of Advanced study will be housed by the Center.

Development of a Research Agenda that will guide and foster the understanding of Border Pedagogy.

How does the Center’s mission support the mission of the university?

This proposal supports the furtherance of the University and the COE Mission in a number of ways since the Center will enhance our understanding of diversity issues and communities served within our border region. The University mission states, “*As a public university, CSUSM grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.*” This Center will directly address regional needs in the educational community and professional growth opportunities for teachers within the county.

The Border Pedagogy Center directly supports the COE mission statement: “*We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service.*” By engaging our University Community in a Border Pedagogy Center in collaboration with binational educational institutions we are furthering the goal of life-long learning, innovative research, and ongoing service.

Finally, a Center of this nature illustrates that we are living up to our commitment to our community and to local educators to ensure that they are aware of best practices and working to implement them on behalf of our children, the children that we jointly take responsibility for

sharing. We state, “*Our practices demonstrate a commitment to students centered education, diversity, collaboration, professionalism, and shared governance.*” As we live up to this commitment, we need to facilitate the collaboration between stakeholders from both sides of the border as we hold a vision for not leaving any child behind as we work toward equity and excellence in education.

STRUCTURE AND PERSONNEL

What is the proposed organizational structure of the center or institute?

The Center will have an executive director who is a faculty member, and eventually a director who will be hired in a staff position. The Center will also have an advisory board comprised of university representatives, school personnel, government agencies, and community members.

What will be the responsibilities of the Center director? Who will be the founding director?

The director will be responsible for the overall operation of the Center, to include coordinating activities and events, securing funding sources, overseeing writing grant proposals, developing partnerships, coordinating research projects, and disseminating information. Zulmara Cline will be the founding director and will remain the director until the time that a stable external funding stream or an endowment can maintain the salary of a staff director. At that point Zulmara Cline will become an executive director and oversee the work of the Center.

Founding Director: Zulmara Cline, Ph.D., is an Associate Professor in the College of Education at California State University San Marcos. She has been one of the co-coordinators of the Border Pedagogy Initiative which has spearheaded this project. She has experience with conference planning and development, numerous publications and been a guest editor on a journal dealing with border pedagogy. She has conducted numerous studies, both quantitative and qualitative, making her an excellent choice to successfully guide this project.

Who are the unit’s founding members and how does their expertise relate to its purpose?

The unit’s founding members and international affiliates include the following individuals who have been working on the initiative in a number of capacities.

Project Coordinator: Juan Necochea, Ph.D. is a Professor in the College of Education at California State University. As a co-coordinator, he has been instrumental in the Border Pedagogy Initiative. He has conducted research, published papers, planned conferences, and given bilingual presentations on border pedagogy and other issues pertinent to borderlands education. He has been an administrator and has exceptional organizational and administrative skills.

Project Coordinator. Jorge Riquelme, is an assistant professor in the Liberal Studies Department at Cal State San Marcos. Currently he teaches courses on ethnicity, migration, and urban change. He has designed curricula for several courses that will be offered under the newly proposed Border and Regional Studies Major in the areas of education, migration, research methods, discrimination and diversity, and cross-border conflict and cooperation. Professor Riquelme is co-author and research coordinator of the “Public Schools and the Empowerment of Poor Communities across the U.S.-Mexico Border” Project funded through the Rockefeller Foundation (The project evaluates how responsive public schools have been to the economic, social, cultural, and political changes resulting from the settlement of newcomers in poor communities in the San Diego-Tijuana border region). He is Co-chair of the Advisory Board of the Women Studies Program, Faculty Associate of the National Latino Research Center and Academic Advisor of the Movimiento

Estudiantil Chicano de Aztlan at Cal State San Marcos. He is a Board Member of the Centro Comunidad A.C., (a nonprofit educational organization) in Colonia Tecolote, Tijuana and Member of the Selection Committee for the Annual Essay Competition “Family Histories: Migrants to the United States Since 1945” of the Immigration Museum of New Americans in San Diego.

Project Advisor: Carlos von Son, Ph.D. is an assistant professor of World Languages and Literatures at Cal State San Marcos. Dr. von Son teaches Latin American and Chicano/Chicana literature and culture. He also teaches humanities and promotes multicultural education. He has been actively supporting programs to encourage minority high school students to attend Cal State San Marcos. His research interest are the study of metafiction, parody, irony, myths and stereotypes in literature. Dr. von Son is a creative writer and has published prose, poetry and drama. In addition he is a motivational speaker and has been involved in organizing cultural events both on campus and for the community at large.

Project Advisor. María de la Luz Reyes, Ph.D. is currently a professor emeritus from the University of Northern Colorado. Her research interests include biliteracy education, the development of literacy skills in second language learners, multicultural education, and social justice and equity.

Project Researcher: John Halcón, Ph.D. is currently a professor in the College of Education at Cal State San Marcos. His area of expertise is multicultural education, second language acquisition, and biliteracy. He has been instrumental in developing a model school tutoring program for future educators with the Casey Foundation.

Project Researcher: Elizabeth Sugar Martinez, Ed.D. is an assistant professor of literacy in the College of Education at Cal State San Marcos. Her areas of expertise include qualitative research in biliteracy and multicultural/multilingual education. A fully bilingual, bicultural educator, Dr. Martinez’s advocacy for transnational education is founded on her first-hand experiences abroad, having studied and taught in Mexico, Europe, the former USSR, the Pacific Islands, and Asia.

Project Researcher: Elizabeth Garza, Ph.D. is an assistant professor in the CoE. She has been an elementary school teacher working for over ten years in the context of bilingual and multicultural education with children from a variety of Latin American countries in US schools. Elizabeth’s area of specialization in the development of quality bilingual programs includes: the integration of bilingual programs to the schools as a whole, the empowerment of Latino parents and families as active participants in school transformation, and the promotion of mature biliteracy and of Spanish as a language for learning. Elizabeth is currently involved with the Family Stories Family Literacy project which promotes the stories parents share with their children about the experiences of their families living on both sides of the US/Mexico border.

Project Liaison: Amparo López López is currently employed in Tijuana by el Sistema Educativa Estatal de Baja California (SEE). Her area of expertise is working with the public schools in Tijuana, community awareness, and parental involvement. She has been instrumental in facilitating school visits, involving teachers in border pedagogy, and providing professional development.

Project Liaison: Bernardo Estrada is currently a Spanish teacher for the Murrieta Unified School District. His area of expertise is developing curricular adaptations and effective instructional strategies that will foster the acquisition of a second language. He has been instrumental in developing a knowledge base that can be shared with educators.

What are the rights, responsibilities, and benefits of membership in the center or institute?

Rights: The rights of membership in the center will include advanced registration for events, special by invitation only activities, and invited speeches, papers, and addresses.

Responsibilities: Members will be responsible for recruiting participants to events, participating in grant writing, event planning, and ensuring the success of activities.

Benefits: Will include opportunities to present at conferences and seminars, to publish in various publications, and to engage in meaningful and relevant staff and curricular development.

Will the center or institute have an advisory board? For what purpose? How will members be selected?

Yes, the center will have an advisory board that will be responsible for planning events, research agenda, and securing avenues for publications. The advisory board will be responsible for assisting center personnel in carrying out planned events and activities.

Members will be selected according to guidelines that will be developed in Bylaws after the establishment of the center. The founding director will convene a meeting of key personnel who will write and develop the Bylaws that will include the selection of board members.

Relationship of the center to other university entities?

It is anticipated that the center will be a support to other university entities, especially those engaged in professional development and research in the border region. Although the initiative focuses on border pedagogy, we have found the interconnectedness to sociology, psychology, economics, and environmental concerns to be pertinent to the understanding of the educational environment in the border region.

Specifically, the following areas may be affected:

CBRA (Center for Border and Regional Affairs) which is charged with the study of migration, environmental justice, and socio-political issues pertinent to the border region, but not education. It is anticipated that we can collaborate with the center to sponsor events and carry out activities that are mutually beneficial. However, the main thrust of the Center for the Study of Border Pedagogy is border pedagogy, educational systems on both sides of the border, research on educational issues, and other areas related to border education.

NLRC (National Latino Research Center). It is anticipated that our relationship with NLRC will be mutually beneficial as we co-sponsor some Border Pedagogy events and subcontract with them to help analyze data and conduct research. Again, the focus of the Center for the Study of Border Pedagogy will be specific to education, whereas NLRC incorporates a multitude of socio-psychological-political factors associated with Latinos. The Center we are proposing will be involved in sponsoring conferences, workshops, professional development activities and some research, however, research is not the focus of our center and it is anticipated that for research projects we would collaborate on joint projects with either the National Latino Research Center or with SBRI.

Global Affairs. It is anticipated that the Office of Global Affairs will be a key collaborator with the Center for the Study of Border Pedagogy as we facilitate increased interchanges of students, scholars, and visitors from the schools in Mexico that we are collaborating with.

Library. It is anticipated that once the center gets going, we will work closely with the library to purchase materials, books, journals and other resources necessary for the operation of the Center. As we secure funding for activities, costs for acquisitions will be written into proposals and coordinated with library personnel to ensure a mutually beneficial process. It is not anticipated that other library services will be accessed except for research and borrowing capabilities that are within the normal operating scope of the library.

Which program, administrative units, colleges, or library, other centers will be involved in the proposed new center?

The CoE, the library, NLRC, CBRA, Global affairs, SBRI, and other interested programs in the CoAS and CoBA will be invited to participate in the various events and activities associated with the Center for the Study of Border Pedagogy. As we carry out our mission and purpose, we will involve different units according to their interests.

What effect will the center have on the faculty's departments academically, operationally, and financially?

The Border Pedagogy Center will expand the mission of the CoE by providing opportunities for research, teaching, and service on border educational issues. Operationally and financially, the Center will be independent of the CoE. However, the Center will be coordinated from Dr. Cline's office until a stable external funding source is procured to hire a director.

What is its relationship to teaching, coursework, and the instructional program of the faculty's home department?

Currently, the faculty involved in Border Pedagogy do it as part of their Service to the Community and/or Research and Creative Activity. It is anticipated that with various grants, there will be opportunities for faculty to have release time from teaching in order to pursue a number of these activities.

OPERATING EXPENSES, FACILITIES, AND EQUIPMENT

What support for the center will be derived from non-university sources?

We are in the process of generating a steady income source from grants and fees to cover a staff director and associated operating costs of a center. To date we have written grants and charged fees for events to promote the Border Pedagogy Initiative. In accordance with CSUSM policy, the center will operate with the Foundation and with CERF/Trust accounts (Extended Studies) as stated:

“The California State University, San Marcos Foundation shall act as depository and fiscal agent for the center or institute for non-state funds and provide appropriate accounting and related services, except for the following: all non-degree credit and noncredit certificate programs and all courses for continuing education credit will be offered through Extended Studies and funds will be deposited in the “CERF” account.”

Additionally, for externally funded projects that flow through the Foundation the center is cognizant of the fact that either indirect or direct cost funds need to be incorporated into the grant proposals to cover the Foundation's administrative services.

What operating support from the university is required for this center to be functional on an ongoing basis?

It is anticipated that the Center and all of its activities will be able to be run out of a Faculty sized office that would eventually house a director, resources, a Journal, and other activities. The Center will also utilize University facilities on a Space Available basis for the various "event" that are held on campus. Since our events are held on weekends, this has not been a problem. Fees generated from Conferences and Seminars are used to support the events and grants will be written to support further activities. Currently, there is no assigned time with this project, however, course release could be written into a grant depending on the nature of the activity being proposed.

In the initial years, the Center will incorporate the existing agreement for the Teacher Diversity program which provides for release time for the Teacher Diversity coordinator (currently Juan Necochea-Principal Investigator). Teacher Diversity is one of the partnership programs that has co-sponsored Border Pedagogy events.

What space and facilities will be needed?

The Center will be housed Dr. Cline's office until more permanent space is secured. As the Center grows and acquires resources, it is anticipated that we will request University space to house a collection of materials and resources to be used for research and dissemination purposes. There will be events scheduled at Cal State San Marcos, including seminars, retreats, and conferences.

What other equipment will be needed?

No new equipment will be needed.

Describe computer and telecommunications needs.

The center will use Dr. Cline's & Dr. Necochea's faculty computer and telephone. When external funding is secured, the Center will incur the cost of setting up additional computers and telephones as needed.

FINANCIAL SUPPORT

How will the Center be financed for the first three years and for at least five years thereafter?

The CoE has secured seed money that will fund the start-up, grant writing activities, and the first year of conferences and seminars. Additionally, we have secured \$15,000 from the Consortium for North American Higher Education Collaboration (CONAHEC) that can help with start-up costs. The Center will seek external grants for programs, activities, events, and research through foundations, endowments, and governmental entities both in Mexico and the USA.

What will happen if outside sources of funding are no longer available?

It is anticipated that the Center will remain operational as long as there is a need and an interest on the part of the community for the services, activities and events the Center is offering. Since the activities and events are supported on a fee basis, the Center will become inoperable if there is no interest.

EVALUATION

All centers and institutes will undergo periodic evaluation. What are the critical elements that will go into the assessment of the center's degree of success?

The overall success of the Center will be determined by the success of the sponsored events. Information will be kept regarding grants written and funded, activities carried out, and research conducted. Additionally, the Center will keep records on Conference and seminar attendance, schools participating, evaluations of events, and other pertinent information that will track the success of events.

Critically we will be evaluated on how successful we are at:

1. securing funds for events and research projects
2. number of participants at events
3. effectiveness of dissemination of information

PROPOSAL FOR NEW CERTIFICATE PROGRAM

1. Certificate Title

Certificate In Completion Of Elementary Subject Matter (ESM) Preparation For Prospective K-8 Teachers

Robert Yamashita, Associate Professor
Interim ESM Program Coordinator
Liberal Studies Department

Initial Implementation Date: Fall, 2004

2. Administering Unit: LIBERAL STUDIES PROGRAM

3. Impacted Departments.

Biology	Chemistry
History	Interdisciplinary Regional Studies
Math	Physical Education
Physics	Psychology
Visual & Performing Arts	

4. PURPOSE.

The ESM certificate program gives students an alternative to the Liberal Studies major. The Liberal Studies major is designed to insure that future elementary level teachers are exposed to the academic breadth needed to teach at the K-8 level. The major has a limited framework where prospective teachers can develop disciplinary subject matter skills. There are currently 1,100 Liberal Studies majors.

The certificate program gives prospective elementary level (K-8) teachers who want to have a major and a BA degree program *other than* Liberal Studies formal recognition that they have completed a package of courses that provides the subject matter preparation for future teachers required by SB2042. The certificate insures that those teachers who want a full academic major will be exposed to the full breadth of material needed to delivery elementary level instruction.

Such recognition demonstrates to both Credential Programs and prospective employers that student breadth in content expertise extends beyond the minimum standard indicated by having passed a state approved test.

5. List Of Courses

54 total units across content domains, includes some GE (33 units, 11 courses). Students take 21 units (7 courses) beyond GE requirements.

Science (9 units)

GES 105	Physical Science	3	GE Area B1
GES 102	Life Science	3	GE Area B2
ES 100	Earth Science		

Math (9 units)

MATH 210	Number Sense	3	
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MATH 212	Geometric Concepts	3	GE Area B4
MATH 311	Quantitative Reasoning	3	
Language Arts (9 units)			
LING 100	Syntax & Grammar	3	
LING 300	American Linguistics	3	
LTWR 100	Introduction to Literature	3	GE Area C2
	or LTWR 208A, LTWR 208B, LTWR 210		
History & Social Science (15 units)			
GEOG 201	World & Regional Geography	3	GE Area D
HIST 201	World Civilization to 1500	3	GE Area C
HIST 130	Early US History	3	GE Area D6
HIST 347	California History	3	
ID 340	Multicultural Studies	3	GE Area DD
Visual & Performing Arts (6 units)			
Visual & Performing Arts (VPA)			
Introduction to the Arts		3	GE Area C1
CHOOSE one of the following:	DNCE 120, MUSC 120 TA 120 VPA 101 VSAR 120		
studio course	Arts Activity Course	3	
Students need to take at least one course.			
CSUSM students should consult an advisor for a list of recommended courses.			
Physical Education, Human Development & Health (6 units)			
PSYCH 210	Intro. To Developmental Psych	3	GE Area D7
PE 201		3	GE Area E

6. **Definition Of Minimal Level Of Competence.**

A grade of “C” or better in each course required for the certificate.

7. **Waiver of LD. NONE**

8. **New Courses To Be Developed. NONE**

9. **List of Faculty**

All the courses are routinely delivered by multiple departments of the COAS as part of the Liberal Studies BA degree program. Other than a coordinator, the Liberal Studies Program does not have specific faculty because its curriculum is offered by departments across the COAS.

10. **Instructional Resources Required. NONE**

All the designated courses are required in the Liberal Studies BA degree program. Management of the certificate program will become part of the range of services to be delivered by the Liberal Studies Program. We expect the number of ESM students to remain constant. The ESMPC simply allows some students to opt for a full academic major. These students will still take the necessary ESM coursework.

ELEMENTARY SUBJECT MATTER PREPARATION CERTIFICATE (ESMPC)

The Elementary Subject Matter Preparation Certificate (ESMPC) provides prospective K-8 teachers another academic pathway to a career. This certificate allows these students to choose a Major other than Liberal Studies, and still demonstrate subject matter coverage in their undergraduate training. Students may select and complete any Major offered at CSUSM, and concurrently complete the coursework for the certificate.

The ESMPC prescribes a particular pathway through most of the General Education requirements of the bachelor's degree, and it prescribes additional coursework to ensure breadth of study across disciplines. In many cases, depending upon the Major selected by the student, the ESMPC and Major may be completed within the normal total of 120 units for the Bachelor of Arts degree. (Students should consult a Liberal Studies Advisor for specific guidance on how to combine the certificate with various Majors.)

Students who complete the ESMPC, like all prospective elementary level teachers, will still have to pass a state approved test. The ESMPC helps students to strengthen their grasp of the core subject matter areas of the K-8 curriculum and prepare themselves for passage of a state approved test. The certificate confers formal recognition that the student has completed the full breadth of ESM coursework needed for effective elementary-level instruction. The certificate demonstrates that the student's exposure in the subject matter areas extends beyond the minimum standard indicated by passage of a standardized test.

The ESMPC is awarded at time of graduation to students who have completed all certificate coursework along with any Major degree program. All courses applied to the certificate must be completed with a grade "C" or better. Coursework applied to the certificate may also be applied to fulfill Major, Minor, and GE requirements. Prospective elementary level will still have to demonstrate subject matter competence by passing a state approved test before admission to a credential program.

Course Requirements of the ESMPC

History & Social Science (HSS)

World History to 1500	HIST 201	3	(LDGE C2)
US History 1500-1865	HIST 130	3	(LDGE D6)
World & Regional Geography	GEOG 201 Or GEOG 302	3	(LDGE D)
California History	HIST 347	3	
Multicultural Studies	ID 340, or SOC 311, or SOC 313 or WMST 301	3	UDGE DD UDGE CC

Mathematics (MATH)

Math for Elementary Teaching I	MATH 210	3	
Math for Elementary Teaching II	MATH 212	3	(LDGE B4)
Mathematics for K-8 Teaching	MATH 311	3	

Science (SCI)

Physical Science	GES 105	3	(LDGE B1)
Life Science (w/ lab)	GES 102	3	(LDGE B2)
Earth Science	ES 100	3	

Reading, Language, & Literature (RLL)

Introduction to Literature	LTWR 100	3	(LDGE C2)
OR one of the following: LTWR 208A, 208B, 210			
Syntax and Grammar	LING 100	3	
American Linguistics	LING 300	3	

Visual & Performing Arts (VPA)

Introduction to the Arts		3	(LDGE C1)
CHOOSE one of the following:			
	DNCE 120, MUSC 120 TA 120 VPA 101 VSAR 120		

Any VPA Studio Course* 3

***See an advisor for recommended studio courses. Examples include: DNCE 201, 301, 320, 390; MUSC 302, 390, 391, 392, 394, 395, 480; TA 301, 401, 480, 489; VPA 321; VSAR 130, 131, 302, 303, 480**

Human Development (HD)

Introduction to Developmental Psychology	PSYCH 210	3	(LDGE D7)
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Physical Education (PE)

PE for Elementary Teachers	PE 203	3	(LDGE E)
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Total Units for the Certificate 54

CALIFORNIA STATE UNIVERSITY
SAN MARCOS

Procedure for Submitting Proposals for New Certificates

Each new Certificate is subject to review and approval by the relevant college curriculum committee and the Academic Planning and Policy Committee of the Academic Senate. Requests for approval of a Certificate should be submitted according to the timeline of the appropriate college curriculum committee and should follow the format below:

1. Full and exact title of the Certificate program and level of the program (Certificate of Specialized vs. Advanced Study). Name and position of the person(s) submitting the proposed Certificate. Intended implementation date of the program.
2. List of the existing programs in the discipline(s) under which the new Certificate is to be offered.
3. List of the existing program(s) that may be affected by the proposed Certificate.
4. Purpose of the proposed Certificate, including specific academic objectives served, professional applications, potential student market, and a statement explaining the need for the Certificate in comparison to existing related majors, minors, and Graduate programs.
5. List of the courses, by catalog number, title, and units of credit, as well as total units to be required under the proposed Certificate.
6. Definition of the minimum level of competence to be demonstrated to earn the proposed Certificate, and a description of the means of assessing that competence (examination, practicum, field experience, etc.).
7. Description of assessment strategies for waiver of lower division requirements (where applicable).
8. New courses to be developed. Include proposed catalog descriptions in the Certificate proposal. "C-forms" for these courses should accompany the proposed Certificate package for curricular review.
9. List of all present faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience, who would teach in the proposed aggregate of courses.
10. Instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the Certificate program.



What you should know about

Custom Course Materials

Many professors prefer to create their own unique packages of course materials for use in their classes.

CSUSM faculty and adjuncts have several options available to them through the Aztec Shops and Montezuma Publishing.

Collections with Articles and Readings Requiring Copyright Permission*

A

For those who select articles and readings to use in class, Montezuma Publishing will obtain all necessary copyright permissions before copying and binding them. This can include original materials such as notes and syllabi. Page numbers and a table of contents can be added. This package will sell at a price set by Aztec Shops and Montezuma Publishing to cover all costs.

Original Material, Syllabi, Notes, Workbooks, Lab Manuals*

B

Assemble your own collection of materials. This can include CD's videos, and more. Montezuma Publishing will copy and bind the materials. Since there are no copyright materials in the package, the professor may choose to specify a royalty. This royalty can be no more than 10% of the cost of the material and will be placed in a foundation account for your department/college's use. (Note: A service charge of 8% is charged on all expenditures from this account.)

Consignment*

C

Prepare your own package that does not contain copyright material. Copy, bind, and bring to Aztec Shops for sale. Specify an amount to be charged but no more than 110% of the cost to produce the material. Aztec Shops will add their costs to the price. The book funds will be directed to the department/college.

* The department shall decide the use of the money taking into account the faculty contribution(s) toward the generation of the material.

For more information, contact Tammy Wagonis x4732
www.aztecshops.com

Compiled by the Faculty Affairs Committee and Academic Resources, in compliance with the CSUSM Faculty Ethics Policy (http://www.csusm.edu/faculty_affairs/)

CUSTOM COURSE MATERIALS

PROCEDURES

Effective Date: mm/dd/yyyy

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Definition

This policy of Cal State San Marcos deals with customized course materials of non-text book resources that a professor assembles for use in CSUSM courses. This includes workbooks, copyright and non-copyright materials, articles, syllabi, workbooks, recordings, and any other materials that are copied for distribution and use in a CSUSM course.

Authority

Provost for Academic and Student Affairs

Scope

This policy applies to all faculty including tenure track, temporary, graduate assistants, and volunteers.

Karen S. Haynes, President

Approval Date

Robert Sheath, Provost

Approval Date

CUSTOM COURSE MATERIALS

PROCEDURES

Effective Date: mm/dd/yyyy

31 **I. Introduction**

32 There are three categories of Custom Course Materials

- 33 1. Option A: Collections with Articles and Readings Requiring Copyright Permission
- 34 2. Option B - Royalty Material: Material reproduced through Aztec Shops and Montezuma publishing.
- 35 3. Option C - Consignment Material: Materials reproduced and bound before being brought to Aztec
- 36 Shops for sale. Aztec Shops will add their costs to this price.

Deleted: with an option of a royalty of up to 10%.

Deleted: The professor may specify a price not to exceed 110% of the production cost of the material.

37 **II. General**

- 38 1. Copyright Material: Copyright material may only be reproduced through Aztec Shops and
- 39 Montezuma Publishing after appropriate permissions have been obtained.
- 40 2. Pricing: All prices include the cost of reproducing the material, costs incurred by Aztec Shops or
- 41 Montezuma Publishing plus any royalties on original collections or markups on consignment
- 42 packages.
- 43 3. Aztec Shop Costs: All costs incurred by Aztec Shops or Montezuma Publishing must be recovered
- 44 in the sale of the materials.

45 **III. Option A - Collections with Materials Requiring Copyright Permission**

- 46 1. No royalties or markups may be added to material or collections that contain material requiring
- 47 copyright permission.

48 **IV. Option B - Royalty Material Details**

- 49 1. No royalties or markups may be added to material or collections that contain materials requiring
- 50 copyright permission.
- 51 2. Royalties : The royalty charged on non-copyright material can be no more than 10% of the cost of
- 52 the material and will be placed in a foundation account for the Department or College's use. The
- 53 Department's or College, shall decide the use of this money taking into account the faculty
- 54 contribution(s) toward the generation of the material.
- 55 3. Foundation Accounts: Faculty charging royalties must work with their Department or College, to
- 56 set up a foundation account. A service charge of 8% is charged by the foundation on **each**
- 57 expenditure made from this account. The Department or College may use these funds for any
- 58 budgeted or non-budgeted project or activity.

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59 **V. Option C - Consignment Material Details**

- 60 1. Markups on Consignment Material: The professor may specify a price not to exceed 110% of the
- 61 production cost of the material. All funds collected from markups on consignment materials will be
- 62 paid to the Department or College at the end of each semester. The Department's or College, shall
- 63 decide the use of this money taking into account the faculty contribution(s) toward the generation of
- 64 the material.

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UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA BB – MATHEMATICS/QUANTITATIVE REASONING OR PHYSICAL AND LIFE SCIENCES

Please Read Instructions on Next Page of This Form

Course Number _____ Course Title _____

- o This is a new course. A FORM C is being filed concurrently.
o This is an existing course not currently satisfying an UDGE requirement. A FORM C-2 is being filed concurrently.
o This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

- 1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? ____ (Upper-Division General Education courses are limited to 3 units.)
3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

___yes ___no

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

___yes ___no

c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

[Empty rectangular box for providing explanation for exceptions.]

Read Questions 4-7 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

Signatures

Originator

Date

Program Director

Date

General Education Coordinator

Date

General Education Committee Chair

Date

FORM INSTRUCTIONS FOR UDGE-BB (WHITE)

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL FOR AREA BB - MATHEMATICS/QUANTITATIVE REASONING OR PHYSICAL AND LIFE SCIENCES

The Definition of Upper Division GE Courses:

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

Attachments and responses for questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
 - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area B requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

Criteria for Upper Division Area BB Courses: Questions 5-7 will help the General Education Committee decide if the course belongs in the Mathematics/Quantitative Reasoning or Physical and Life Sciences category.

Address the criteria implied by the following instructions. (In the following instructions, "scientific" or "science" is meant to pertain to the natural, as opposed to social, sciences). "Mathematical" or "mathematics" is meant to include fundamental studies of quantitative, geometrical, statistical and computational methods, and not merely their application to particular problems. Courses in this area include inquiry into the physical universe and its life forms and into mathematical concepts and quantitative reasoning and their applications.

5. Please specify how the course requires students to use reasoning skills characteristic of common scientific and mathematical practice to do one or more of the following: to solve problems, to interpret observations, to make predictions, to design experiments for the testing of hypotheses, or to prove theorems. Examples given should illustrate how these skills are used throughout the course.
6. Please specify how both past successes and current uncertainties in science or mathematics are well represented in the course, in order that the cumulative, historical nature of the development of science and mathematics can be illustrated. Give examples covered in the course of (a) older, well-established laws and theories that are no longer debated in scientific and mathematical circles, and (b) issues where either fundamental questions remain unanswered or where the application of well-established principles to new situations carries some uncertainty or controversy.

Assessment for Upper Division Area BB Courses: Question 7 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

7.
 - a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
 - b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA CC – HUMANITIES

Please Read Instructions on Next Page of This Form

Course Number _____ Course Title _____

- o This is a new course. A FORM C is being filed concurrently.
- o This is an existing course not currently satisfying an UDGE requirement. A FORM C-2 is being filed concurrently.
- o This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. *A FORM C-2 is required only if the course is being changed.*

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? _____ (Upper-Division General Education courses are limited to 3 units.)
- 3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

___yes ___no

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

___yes ___no

c. If you answered “yes” to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

Signatures

Originator	Date
Program Director	Date
General Education Coordinator	Date
General Education Committee Chair	Date

FORM INSTRUCTIONS FOR UDGE-CC (WHITE)
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA CC – HUMANITIES

The Definition of Upper Division GE Courses:

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
 - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area C requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

Criteria for Upper Division Area CC Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Humanities category.

On a separate sheet of paper, address the criteria implied by the following instructions. Provide specific examples wherever possible.

5. Please specify how this course represents both past and present approaches to at least one of the following: a) spirituality, b) the arts, c) philosophy or intellectual thought.
6. Please specify how in this course students address issues involving both the cognitive and affective aspects of human experience either using critical analysis or creative activity.
7. Please provide specific examples of the way in which this course examines at least one of the following: aesthetic, metaphysical, or ethical manifestations of the human intellect in at least one of the following contexts: a) diverse historical contexts; b) diverse cultural contexts.

Assessment for Upper Division Area CC Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8.
 - a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
 - b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES

Please Read Instructions on Next Page of This Form

Course Number _____ Course Title _____

- o This is a new course. A FORM C is being filed concurrently.
- o This is an existing course not currently satisfying an UDGE requirement. A FORM C-2 is being filed concurrently.
- o This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. *A FORM C-2 is required only if the course is being changed.*

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? _____ (Upper-Division General Education courses are limited to 3 units.)
- 3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

___yes ___no

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

___yes ___no

c. If you answered “yes” to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

Signatures

Originator	Date
Program Director	Date
General Education Coordinator	Date
General Education Committee Chair	Date

FORM INSTRUCTIONS FOR UDGE-DD (WHITE)
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES

The Definition of Upper Division GE Courses:

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
 - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

Criteria for Upper Division Area DD Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.

Address the criteria implied by the following instructions. Courses satisfying the UDGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.
6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.
7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

Assessment for Upper Division Area DD Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8.
 - a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
 - b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

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Definition: Academic honesty policy delineates student, faculty, and administrative responsibilities in regards to academic honesty. The policy defines incidents of Academic dishonesty and the sanctions that can be applied.

Authority: The Cal State San Marcos Interim Student Rights and Responsibilities Policy as expressed in Executive Order 320.

Scope: The purpose of the Academic Honesty Policy shall be to define incidences of academic dishonesty and to delineate student, faculty, and administrative responsibilities.

Policy approved by President Haynes on _____

Karen S. Haynes, President
Policy on Academic Honesty

Approval Date

21 | Each student shall maintain academic honesty in the conduct of his or her
22 studies and other learning activities at CSUSM. The integrity of this academic institution, and the quality of the
23 education provided in its degree programs, are based on the principle of academic honesty.

Deleted: ¶

25 The maintenance of academic integrity and quality education is the responsibility of each student within this
26 university and the California State University system. Cheating and plagiarism in connection with an academic
27 program at a campus is listed in Section 41301, Title 5, *California Code of Regulations*, as an offense for which a
28 student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction.

30 Student Responsibilities:

- 31 1. Students are responsible for knowing and understanding the rules of Academic Honesty as outlined in the
32 university catalog, to include fabricating information and data, cheating, facilitating academic dishonesty,
33 and plagiarizing.
- 34 2. Communicating with the professor if they do not understand how the policy applies to a particular
35 class or assignment. Utilizing the library resources (e.g. the plagiarism tutorial, consulting a librarian, or
36 referring to a style guide) on academic honesty and plagiarism to fully understand the differences between
37 a citation, giving credit, original writing, and plagiarism.

Deleted: ¶

39 Faculty Responsibilities:

- 41 1. Faculty must report all incidents of Student Dishonesty and the actions taken to the Office of the Dean of
42 Students.

44 The reporting must include:

- 45 Student name
- 46 Student ID number as it appears on the class roster
- 47 Class Code, CRN, and Semester taken
- 48 The issues of dishonesty that occurred
- 49 The actions or consequences taken by the professor

- 51 2. Each faculty should include a statement on Academic Honesty in their syllabi such as:

53 Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the
54 Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All
55 ideas/material that are borrowed from other sources must have appropriate references to the original
56 sources. Any quoted material should give credit to the source and be punctuated with quotation
57 marks.

59 Academic Honesty and Integrity. Students are responsible for honest completion and representation
60 of their work. Your course catalog details the ethical standards and penalties for infractions. There
61 will be zero tolerance for infractions. If you believe there has been an infraction by someone in the
62 class, please bring it to the instructor's attention. The instructor reserves the right to discipline any
63 student for academic dishonesty, in accordance with the general rules and regulations of the
64 university. Disciplinary action may include the lowering of grades and/or the assignment of a failing
65 grade for an exam, assignment, or the class as a whole.

- 67 3. Faculty should keep accurate records and documents regarding the case and their own resolution and
68 consequences for at least one semester.

69

- 70 4. Faculty should have a discussion of academic honesty, expectations, and consequences within the first
71 two or three class meetings in order to maintain consistency and uniformity with all classes and students.
72
- 73 5. Faculty are encouraged to include creative assignments that require original thought in order to reduce the
74 incidents of student dishonesty.
75
- 76 6. Faculty have the ultimate responsibility and discretion when grading students who have been dishonest in
77 class, however, faculty also have the responsibility to be fair and equitable to all students within the same
78 class, therefore, consequences for like offenses must be similar.
79
- 80 7. Grading Policy-It is suggested that each faculty member have a consistent grading policy which will be
81 applied in all cases of academic dishonesty. For example, if an assignment where a student is caught
82 cheating is worth more than 15% of the grade, the student may receive a "FAIL" in the class. If the
83 assignment is worth less than 15%, then the assignment can be given a grade of "0".
84

85 Administrative Responsibilities:

- 86
- 87 1. Administrators are responsible for knowing and understanding the rules of Academic Honesty to include
88 fabrication, cheating, facilitating academic dishonesty, plagiarism and to take administrative action where
89 necessary.
90
- 91 2. Administrators should facilitate a discussion of Academic Honesty at student orientation to ensure that all
92 students are aware of the Academic Honesty issues on campus and how they will be dealt with.
93
- 94 3. The Dean of Students shall provide a report each semester to the Executive Committee of the Academic
95 Senate to include aggregated data for that semester which includes the number and type of cases reported
96 and the disciplinary actions taken.
97

98 Student Sanctions

99

100 Student sanctions, imposed by the appropriate administrator, for violations to the academic honesty policy can
101 include any of the following:

- 102 Warning
- 103 Probation of Student
- 104 Suspension
- 105 Expulsion

106 There is a need to develop guidelines for institutional sanctions based on number of and scope of violations. It is
107 suggested that next year's EC refer this to SAC for further development.
108

109 Definitions:

110

111 Academic dishonesty is an especially serious offense. It diminishes the quality of scholarship and defrauds those
112 who depend upon the integrity of the campus programs. Such dishonesty includes:

113

114 A. CHEATING

115

116 Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
117

118 *Guidelines:*

119

120 1. Faculty members are strongly encouraged to make every reasonable effort to foster honest academic conduct.
121 This includes adequate communication of expectations about what kinds of collaboration are acceptable within
122 the course. Instructors should state in course syllabi their policies and procedures concerning examinations and
123 other academic exercises as well as the use before examinations of shared study aids, examination files, and other
124 related materials and forms of assistance.

125
126 2. Students completing any examination should assume that external assistance (e.g., books, notes, calculators,
127 conversation with others) is prohibited unless specifically authorized by the instructor.

128
129 3. Students must not allow others to conduct research or prepare any work for them without advance authorization
130 from the instructor. This comment includes, but is not limited to, the services of commercial term paper
131 companies.

132
133 4. Students who are required to do a paper in a course should assume that submitting the same or similar paper to
134 different courses (regardless of whether it is in the same semester or in different semesters) is not permitted
135 without the explicit permission of the instructors of both courses.

136
137 B. FABRICATION

138
139 Falsification or invention of any information or citation in an academic exercise.

140
141 *Guidelines:*

142
143 1. "Invented" information may not be used in any laboratory experiment or other academic exercise without
144 notice to and authorization from the instructor. It would be improper, for example to analyze one sample in an
145 experiment and covertly "invent" data based on the single experiment for several more required analyses.

146
147 2. One must use/acknowledge the actual source from which cited information was obtained. For example, a
148 student may not reproduce sections from a book review and indicate that the section was obtained from the book
149 itself.

150
151 3. Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member
152 will be in violation of this section. For example, a student may not change an answer on a returned exam and then
153 claim that they deserve additional credit.

154
155 C. FACILITATING ACADEMIC DISHONESTY

156
157 Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

158
159 *Guidelines:*

160
161 1. For example, a student who knowingly allowed copying from his or her paper during an examination would be
162 in violation of this section.

163
164 2. Providing information about the contents of an examination to a student who will later take the examination, or
165 taking an examination on behalf of another student are violations of academic honesty.

166
167 D. PLAGIARISM

168
169 Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic

170 exercise.

171

172 • The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of
173 another's work, without giving appropriate credit, and representing the product as one's own work

174

175 • The act of putting one's name as an author on a group project to which no contribution was actually made; and

176

177 • Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs,
178 paintings, drawings, sculptures, or similar works as one's own.

179

180 *Guidelines:*

181

182 1. Direct Quotation: Every direct quote must be identified by quotation marks, or by appropriate indentation or by
183 other means of identification, and must be properly cited with author(s) name(s), year of publication, page
184 number(s), footnotes and/or endnotes, depending on the citation style used. Proper citation style for academic
185 writing is outlined by such manuals as the MLA handbook for writers of research papers, APA: Publication
186 manual of the American Psychological Association, or Chicago manual of style

187

188 2. Paraphrase: prompt acknowledgment is required when material from another source is paraphrased or
189 summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to
190 paraphrase Locke's comment..." and conclude with a citation identifying the exact reference. A citation
191 acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or
192 succeeding paraphrased material.

193

194 3. Borrowed Facts or Information: Information obtained in one's reading or research which is not common
195 knowledge among students in the course must be acknowledged. Examples of common knowledge might include
196 the names of leaders of prominent nations, basic scientific laws, etc.

197

198 4. Material which contributes only to the student's general understanding of the subject may be acknowledged in
199 the bibliography and need not be immediately cited. One citation is usually sufficient to acknowledge
200 indebtedness when a number of connected sentences in the paper draw their special information from one source.
201 When direct quotations are used, however, quotation format must be used and prompt acknowledgment is
202 required.

1 **FAC Resolution: Student Evaluation of Course Instruction**

2

3 RESOLVED:

4

5 That the instrument for student evaluation of course instruction developed by the FAC subcommittee be
6 adopted on a trial basis for three years, during which time it will serve as the official instrument for
7 student evaluation. After the third year of the trial period, FAC (or a subcommittee of FAC) will conduct
8 a review and evaluation of the trial and report its findings to the Academic Senate.

9

10 After receiving the FAC report and reviewing its recommendations, the Senate will conduct a vote to
11 confirm (or not) the status of the instrument for student evaluation as the official instrument for student
12 evaluation.

13

14

15

16 RATIONALE:

17

18 FAC charged the Subcommittee on Student Evaluation of Instruction with reviewing current procedures
19 for the evaluation of teaching at Cal State San Marcos and with recommending revisions in both existing
20 processes for the evaluation of teaching and the student evaluation instrument.

21

22 For the past one and one-half years, the Subcommittee has been conducting an extensive review of the
23 literature on student evaluation of instruction, with a focus on identifying best practices in administration
24 procedures and item construction, and carefully reviewed more than 150 potential questions.

25

26 The Subcommittee sought feedback through college and department discussions in Spring 2003 on the
27 composition of the instrument and again in Spring 2004 on a draft instrument. The feedback suggested
28 that faculty supported using student evaluations to improve teaching, as well as in personnel decisions
29 (which is required); that in accordance with the best practices delineated in the literature on effective
30 evaluation of teaching only summative evaluations by students should be included in personnel files; and
31 that multiple sources of evidence on teaching should be used to make personnel decisions.

32 **FAC Resolution: Personnel Decisions and the Instrument for Student Evaluation of Course**
33 **Instruction**

34
35 RESOLVED:

36
37 That, in keeping with the requirements that faculty who teach shall be formally evaluated on a regular
38 basis and must include student evaluation materials in their WPAF, student ratings in Section 1A and
39 student information in Section 2 of the form are required in files compiled for periodic reviews and
40 personnel decisions (retention, tenure, and promotion).

41
42
43 RATIONALE:

44
45 FAC charged the Subcommittee on Student Evaluation of Instruction with reviewing current procedures
46 for the evaluation of teaching at Cal State San Marcos and with recommending revisions in both existing
47 processes for the evaluation of teaching and the student evaluation instrument.

48
49 For the past one and one-half years, the Subcommittee has been conducting an extensive review of the
50 literature on student evaluation of instruction, with a focus on identifying best practices in administration
51 procedures and item construction, and carefully reviewed more than 150 potential questions.

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54 composition of the instrument and again in Spring 2004 on a draft instrument. The feedback suggested
55 that faculty supported using student evaluations to improve teaching, as well as in personnel decisions
56 (which is required); that in accordance with the best practices delineated in the literature on effective
57 evaluation of teaching only summative evaluations by students should be included in personnel files; and
58 that multiple sources of evidence on teaching should be used to make personnel decisions.

59
60 In keeping with current research-based recommendations on student evaluation of instruction the sub-
61 committee proposes that the evaluation data received by RTP and other personnel committees must
62 include the student responses to the five core summative items in Section 1A and the information on
63 students items in Section 2 of the form. Section 1.B and 1.C and the open ended questions in Section 3
64 are formative responses and would not be required.

Student Evaluation of Instruction: Overview of Subcommittee Process and The New Evaluation Form

FAC Subcommittee on Student Evaluation of Instruction¹
Kathy Norman (Chair), Bettina Huber, Gabriela Sonntag, Marie Thomas

In Spring 2002, FAC charged our Subcommittee with reviewing current procedures for the evaluation of instruction at Cal State San Marcos and with recommending revisions in both existing processes for the evaluation of instruction and the student evaluation instrument.

We began our work by thoroughly reviewing the literature on the student evaluation of instruction, with a focus on identifying best practices in administration procedures and item construction. The attached appendix outlines some of the key procedural recommendations we identified. We also had a morning-long briefing with Jennifer Franklin, who has done extensive work on the use of course evaluations.

Our initial review of best practices led us to undertake three initiatives:

1. Develop new procedures for administering the current evaluation form in an effort to encourage students to take the evaluation process seriously.
2. Formulate a new policy governing the use of student evaluation data in personnel reviews.
3. Explore the possibility of devising a new evaluation form.

Our draft procedures for administering evaluations were revised by the Executive Committee of the Academic Senate last Spring and subsequently approved by the Senate as a whole. The new procedures have been in use since Fall 2003.

In the light of the CBA requirement that faculty who teach shall be formally evaluated on a regular basis, we sought feedback from various academic units late in Fall 2002 on two options: (1) use of student evaluation data primarily for performance appraisal and personnel decisions (summative evaluation) or (2) development of a student evaluation form that is appropriate for both personnel decisions **and** the improvement of courses (formative evaluation). Our call for feedback noted that pursuing the second option might well involve changing some of the campus's current procedures. In particular, the literature on best practices we reviewed suggests that only the general evaluative items included in dual-purpose forms should be made available to those involved in performance appraisal and personnel decisions. The remaining information collected, including open-ended responses, goes directly to instructors for use in improving their courses.

The feedback we received from faculty members was varied, but suggested that most were open to the second option we proposed. With the aid of item sets compiled by an array of other institutions, we carefully reviewed more than 150 potential questions and developed a new form with both general evaluative items and more specific items designed to help instructors improve courses. Development of the new form was guided by the following best practices identified in the literature: include both general and specific items; tailor some items to specific courses; allow space for open-ended responses; and focus on student characteristics that make a difference (e.g., interest in a course). We also decided early on to retain the one-page format of the current form.

¹ The subcommittee originally included a faculty member from CoBA. When he had to step down, we were unable to find a replacement, despite repeated attempts.

In the process of identifying items for inclusion in a new evaluation form, we examined interrelationships among the items currently in use. We explored these by using data from the course evaluations completed by students taking CoAS courses in Fall 2001 and 2002 to generate correlation coefficients for pairs of items; the attached tables summarize the results for the more recent term.

Table 1 shows that three of the general items at the bottom of the current form are highly interrelated, implying that they are measuring the same thing. The general item dealing with the instructor's enthusiasm is somewhat less closely related to the three others, suggesting that it may be tapping into something slightly different. Table 2, which relates the specific items in the current form to the four general items, allows one to assess whether the specific items currently in use provide information not evident in the general ratings. Given the consistent pattern of strong correlations in the table -- ranging from 0.52 to 0.77 -- it appears that the specific items currently in use add very little information that cannot be gleaned from students' ratings on the general items.

The new form, which is attached, has three major sections. The first includes a series of multiple response items, the second solicits information about the student evaluators, and the third asks them to respond to several open-ended questions. Part A of the first section contains five core questions designed to provide overall summative information, while Parts B and C of the first section contain more specific items useful to instructors interested in strengthening their courses. The items in Part B will vary, depending on the type of course being evaluated. We have distinguished between six distinct types: "regular" courses (the default), small seminar courses, laboratory/discussion sections, research-based/service learning courses, teaching methods courses, and on-line courses. Although the first three items included in the item sets for distinct course types are identical,² the remainder differ. The inclusion of items tailored to different courses should provide information particularly relevant for the improvement of these specific courses.

The new form should not require a change in the format of the summary sheets currently provided to instructors. Although most of the items summarized would be different, instructors would still receive a detailed break-down of students' responses to individual questions, as well as their responses to the questions in Part II of the form (Information on Students). Comparative data would continue to be provided, with all comparisons limited to the type of course in question (e.g., small seminars, lab/discussion sections, etc.). Insofar as the number of evaluations for given course types is sufficiently large, information would also be presented for the comparison groups currently used by each College. Instructors would continue to receive copies of students' written-in comments.

While we do not expect that everyone will find all items in the new form entirely to their liking, we hope that the overall format proves appealing and most items acceptable. Thus, we are now recommending that the proposed new instrument, which has been revised in the light of comments from groups in all three Colleges, be adopted for a three year period, after which its efficacy will be evaluated.

To ensure that our practices are congruent with current research-based recommendations on student evaluation of instruction, we are also recommending that the evaluation data received by RTP and other personnel committees be limited to student responses to the five core summative items in Section 1A of the new form.³ One important reason for this recommendation is that instructors are more likely to benefit

² There is one exception. Only the first two common items are included in the item set for online courses.

³ Instructors would receive separate reports for inclusion in WPAF files.

from and constructively use the information provided on the course evaluation forms if they can consider it free of the often extreme anxiety that its use in the personnel process evokes. In addition, the literature on the evaluation of instruction points clearly to the importance of using multiple types of evidence to evaluate teaching, at least in part to prevent any single type of evidence (i.e., course evaluations) from being given undue weight. It is our hope that limiting the amount of student evaluation data required for the WPAF will encourage everyone to provide and examine a wider array of evidence of teaching effectiveness.

Appendix: Recommendations from the Literature on Use of Student Evaluations

An excellent article by W.E. Cashin delineates a long series of recommendations for the use of student course evaluation data.⁴ These recommendations, which grew out of the author's comprehensive review of the relevant literature, cover the following topics: general issues, process issues, interpretation of student ratings, using ratings to improve instruction, using ratings for personnel decisions, and administration issues. We list a few of the most important recommendations below.

- Use multiple sources of data about a faculty member's teaching if you are serious about accurately evaluating or improving instruction.
- Use student rating data as only one source of data about effective instruction.
- To generalize from student rating data to an instructor's overall teaching effectiveness, sample across both courses and time.
- For improvement, develop a system that is diagnostic and interpretable. Use items that require as little inference as possible on the part of the student rater and as little interpretation as possible on the part of the instructor.
- For improvement, ask for open-ended comments; these comments should be used only for improvement.
- Develop standardized instructions that include the purpose(s) for which the data will be used, and who will receive what information, and when.
- Take into consideration the student's motivation level when interpreting student rating data.

⁴ "Student Ratings of Teaching: Recommendations for Use." *IDEA Paper #22*, Kansas State University, Center for Faculty Evaluation and Development, 1990 (available at: http://www.idea.ksu.edu/papers/pdf/Idea_Paper_22.pdf).

Table 1. Zero-Order Correlation Coefficients for Four General Items Included in Course Evaluation Forms Completed by CoAS Students in Fall 2002

	Item K	Item L	Item M	Item N
K. Instructor was enthusiastic about communicating the subject matter (number of responses)		0.740 (14,412)	0.685 (14,448)	0.675 (14,346)
L. The overall quality of teaching by the instructor was high (number of responses)	0.740 (14,412)		0.865 (14,423)	0.827 (14,320)
M. The overall quality of the course was high (number of responses)	0.685 (14,448)	0.865 (14,423)		0.847 (14,370)
N. I learned a great deal about the subject from this instructor (number of responses)	0.675 (14,346)	0.827 (14,320)	0.847 (14,370)	

NOTE: all correlation coefficients are significant at the .001 level.

Table 2. Correlation Between General and Specific Items Included in Course Evaluation Forms Completed by CoAS Students in Fall 2002

	Item K	Item L	Item M	Item N
A. The instructor clearly articulated course goals	0.592	0.705	0.696	0.675
B. The instructor clearly articulated course requirements	0.567	0.669	0.657	0.631
C. The instructor clearly articulated grading requirements	0.521	0.624	0.616	0.590
D. The instructor was well prepared for class	0.597	0.714	0.686	0.658
E. Class sessions were well organized	0.586	0.729	0.710	0.681
F. The graded materials reflected the course subject matter	0.565	0.652	0.655	0.641
G. The instructor encouraged critical and/or creative thinking	0.619	0.666	0.651	0.646
H. The instructor facilitated students understanding of difficult topics	0.666	0.770	0.741	0.736
I. The instructor encouraged active learning	0.587	0.627	0.612	0.606
J. The instructor was available for consultation outside of class	0.562	0.582	0.564	0.553

NOTE: all correlation coefficients are significant at the .001 level.
the number of responses in each cell ranges from 13,790 to 14,549.

California State University San Marcos
Student Evaluation of Course Instruction

CRN:

Course No. _____ Term and Year: _____

Course Title: _____ Instructor: _____

1. To what extent do you agree with each of the items listed below?

Strongly Strongly Not
Agree Agree Neutral Disagree Disagree Applic.

A. Core Questions

A1. The overall quality of this course was high.	5	4	3	2	1	0
A2. I learned a great deal in this course.	5	4	3	2	1	0
A3. The instructor is an effective teacher.	5	4	3	2	1	0
A4. The instructor is enthusiastic about communicating the subject matter.	5	4	3	2	1	0
A5. The instructor showed genuine interest in students' learning.	5	4	3	2	1	0

B. Course-Specific Questions – see separate sheet

B1.	5	4	3	2	1	0
B2.	5	4	3	2	1	0
B3.	5	4	3	2	1	0
B4.	5	4	3	2	1	0
B5.	5	4	3	2	1	0
B6.	5	4	3	2	1	0
B7.	5	4	3	2	1	0

C. Questions Supplied by Instructor (optional; distributed on a separate sheet)

C1. 0 1 2 3 4 5	C5. 0 1 2 3 4 5
C2. 0 1 2 3 4 5	C6. 0 1 2 3 4 5
C3. 0 1 2 3 4 5	C7. 0 1 2 3 4 5
C4. 0 1 2 3 4 5	C8. 0 1 2 3 4 5

(o v e r)

2. Information on Students

A. Is this course a requirement for your major/degree program? 1. Yes 2. No

B. Are you taking this course to fulfill a GE requirement? 1. Yes 2. No

C. On average, approximately how many hours **per week** have you spent preparing for this class? (Be sure to include the time spent doing assigned readings, reviewing notes, & writing papers.)

- 6. at least 10 hours
- 5. 8-9 hours
- 4. 6-7 hours
- 3. 4-5 hours
- 2. 2-3 hours
- 1. 1 hour at most

D. In this class, how actively have you participated in all aspects of the learning process (e.g., completing readings and assignments, participating in class activities)?

- 4. Very
- 3. Moderately
- 2. Somewhat
- 1. Hardly at all

E. When you first enrolled in this course, how interested were you in its subject matter?

- 4. Very
- 3. Moderately
- 2. Somewhat
- 1. Hardly at all

F. Now that the course is nearly over, how interested are you in the subject matter?

- 4. Very
- 3. Moderately
- 2. Somewhat
- 1. Hardly at all

3. Open-ended Questions

A. List one or two specific aspects of this course that were particularly effective in stimulating your interest in the materials presented or in fostering your learning.

B. If relevant, describe one or two specific aspects of this course that lessened your interest in the materials presented or interfered with your learning.

C. What suggestions, if any, do you have for improving this class?

B. Course-Specific Questions

B1. Regular classes (default)

- a. I understood the course objectives and requirements early in the term.
- b. Graded work (e.g., exams, papers, projects, etc.) contributed positively to my learning experiences in this course.
- c. The instructor readily met with and helped me outside of class.
- d. The instructor seemed well-prepared for each class.
- e. The instructor's presentations added to my understanding of the material.
- f. The instructor was sensitive to student difficulties with the lecture material.
- g. Insofar as possible, the instructor acknowledged all questions.

B2. Small seminar-type classes (no more than 20 students)

- a. I understood the course objectives and requirements early in the term.
- b. Graded work (e.g., exams, papers, projects, etc.) contributed positively to my learning experiences in this course.
- c. The instructor readily met with and helped me outside of class.
- d. The instructor's presentations added to my understanding of the material.
- e. The in-class discussions enhanced my learning.
- f. The instructor suggested specific ways that students could improve their understanding of the course material.
- g. The instructor encouraged us to help each other understand ideas and concepts.

B3. Laboratory/Discussion Sections

- a. I understood the course objectives and requirements early in the term.
- b. Graded work (e.g., exams, papers, projects, etc.) contributed positively to my learning experiences in this course.
- c. The instructor readily met with and helped me outside of class.
- d. The instructor seemed well-prepared for each class.
- e. Students had ample opportunity to ask questions during the lab/discussion sessions.
- f. The lab/discussion sessions clarified the lecture material.
- g. The instructor asked students to demonstrate their understanding of the course material by applying concepts.

B4. Research-based/Service Learning Courses (e.g., senior experience, qualitative field research)

- a. I understood the course objectives and requirements early in the term.
- b. Graded work (e.g., exams, papers, projects, etc.) contributed positively to my learning experiences in this course.
- c. The instructor readily met with and helped me outside of class.
- d. The instructor helped me resolve challenges I encountered in my research/service-learning setting.
- e. In this course I enhanced my ability to apply theoretical concepts to real-world problems.
- f. This course helped me develop skills needed by professionals in my field.
- g. Class discussion and written assignments helped me to understand the broader implications of my research/service-learning experience.

Course-specific Questions cont'd.

B5. Teaching Methods Courses (CoE)

- a. I understood the course objectives and requirements early in the term.
- b. Graded work (e.g., exams, papers, projects, etc.) contributed positively to my learning experiences in this course.
- c. The instructor readily met with and helped me outside of class.
- d. The instructor's presentations added to my understanding of the course material.
- e. The instructor suggested specific ways that students could improve their understanding of the course material.
- f. The instructor asked students to demonstrate their understanding of the course material by applying concepts.
- g. Cooperative group work facilitated my learning in this course.

B6. On-Line Courses

- a. I understood the course objectives and requirements early in the term.
- b. Graded work (e.g., exams, papers, projects, etc.) contributed positively to my learning experiences in this course.
- d. The activities and assignments related to the course objectives.
- e. The course provided ample opportunity for on-line interaction with other students.
- f. On-line discussions enhanced my understanding of the course content.
- g. The on-line course materials were easy for me to access.
- h. The instructor responded when I asked for individual help.

Note: item A4 in the Core Questions section may need to be dropped for on-line courses.

Last revised: 3/28/04

1 **BIOTECHNOLOGY**

2
3 **Degree program offered: Bachelor of Science in Biotechnology**

4
5 Biotechnology refers to the long practiced skill of applying our knowledge of the molecular basis of
6 life processes for the benefit of society. While classic examples of biotechnology include using
7 lactic acid to produce cheeses, and yeast to make bread and beer; modern applications exploit DNA
8 based technologies, immunology, biochemistry, and microbiology to make new products or provide
9 services to improve health care, agriculture, food, and the environment. Over the past 20 years
10 biotechnology has caused a profound revolution in science having significant technological and social
11 implications.

12
13 Today, pharmaceuticals and vaccines are being designed through biotechnology to treat various
14 cancers, Alzheimer's, heart disease, diabetes, multiple sclerosis, AIDS, obesity and other conditions.
15 Biotechnology is responsible for hundreds of medical diagnostic tests that keep the blood supply safe
16 from the AIDS virus and detect other conditions early enough to be successfully treated. Home
17 pregnancy tests are also biotechnology diagnostic products. In food and agriculture biotechnology
18 has resulted in the development of crops that are naturally resistant to pests and viruses; tolerant of
19 environmental stresses such as drought, salinity, and extreme cold; and more nutritious and longer
20 lasting than their conventional counterparts. Environmental biotechnology products make it possible
21 to more efficiently clean up hazardous waste without the use of caustic chemicals. Bioremediation
22 products use living cells, the byproducts of living materials or both to clean up oil spills and other
23 environmental problems. DNA fingerprinting is a biotech process that has dramatically improved
24 criminal investigation and forensic medicine, and has afforded significant advances in anthropology
25 and wildlife management. Biotechnology is a promising young field that is expected to be one of the
26 pivotal forces in the 21st century, helping us to lead longer, healthier lives, to provide more plentiful
27 and nutritious food, and to keep our environment cleaner.

28
29 A Bachelor of Science degree in Biotechnology from CSU San Marcos prepares students to succeed
30 in entry level positions in emerging industries in a number of market sectors including pharmaceutical
31 and clinical diagnostics, environmental protection, food and agriculture, medical therapeutics,
32 veterinary, scientific services and scientific equipment and supplies. The degree will also enable
33 graduates to pursue Higher Degrees at Universities in areas as diverse as Biochemistry, Microbiology,
34 Pharmacology, Environmental Science, Molecular Biology, Plant Science, and Business.

35
36 The Biotechnology curriculum is comprised of courses selected from the curricula of the
37 departments of Biology, Chemistry, Mathematics, Physics and Business. The core curricula
38 provides students with a solid foundation in molecular biology, immunology, microbiology, and
39 biochemistry, and introduces students to the applied technologies of these fields; molecular
40 genetics/recombinant DNA technology, immunology/cell culture-hybridoma technology,
41 biochemistry/protein purification methods, and DNA sequencing/computational biology.
42 Students as part of the core are also exposed to fundamental business management and marketing
43 theory, and will develop skills and aptitudes important for success in the business arena: written
44 and oral communication, problem solving, team work, leadership, flexibility, negotiation, and
45 regulatory documentation. Since biotechnology-related industries are varied, the degree provides
46 technical background and experience that can be applied across the diverse disciplines within the
47 field, enabling students to adapt to their employment situation as it evolves or to move between
48 the various biotechnology-related industries. The curriculum is meant to provide graduates with
49 the knowledge and training needed to earn entry-level positions not only in research and
50 development but also in areas such as technical services, sales, marketing, management,
51 operations, regulatory affairs, technical writing, and quality control and assurance.

52
53 Students in the Biotechnology Degree Program will have access to modern well-equipped
54 laboratories and will gain experience using state-of-the-art instrumentation. The academic
55 environment is enriched by a close faculty/student interaction and by the availability of internship
56 positions with biotechnology companies and federal agencies. Employment with a biotechnology
57 company provides a valuable, real world, career-sampling experience. Student/faculty research
58 opportunities are also available, and provide valuable training that will enable students to gain
59 rewarding employment thereafter.

60
61 **Admission to the program**

62
63 Requirements for admission to CSUSM San Marcos and the Biotechnology Degree program are in
64 accordance with Title 5, chapter 1, Subchapter 3, of the California Code of Regulations.

65
66 **Prerequisites and Application:**

67
68 Freshman applicants must complete a comprehensive pattern of college preparatory study totaling 15
69 units with a grade of C or better. Transfer students entering at the junior and senior level will be
70 expected to have completed the equivalent of lower division requirements elsewhere including two
71 semesters of biology, four semesters of chemistry, two semesters of physics, one semester of college-
72 level calculus, and one semester of statistics.

73
74 **Continuation:**

75
76 All courses taken for the major, including supporting courses, must be completed with a grade of C
77 (2.0) or better. A minimum of eighteen (18) units in biotechnology must be completed at CSUSM.

78
79 **Financial Aid:**

80
81 Several sources of financial aid are available to undergraduate students. Students are responsible for
82 identifying sources of aid, and are encouraged to consult with the University's Office of Financial
83 Aid.

84
85 **Degree requirements -- Bachelor of Science in Biotechnology:**

86
87

	Units
88 Total Required.....	120
89 General Education*.....	51
90 Preparation for the Major*.....	35
91 Requirements for the Major	49

92

93 *Nine (9) lower-division GE units in Area B (Math and Science) are automatically satisfied
94 by combinations of CHEM 150, MATH 160, and BIOL 211 when taken in preparation for
95 the major. Three (3) lower-division GE units in Area D (Social Sciences) are automatically
96 satisfied by either PSYC 100 or SOC 101, which are also required as preparation for the
97 major. Three (3) upper-division GE units in Area CC (Arts and/or Humanities) are satisfied
98 by students taking either PHIL 315, PHIL 340 or PHIL 345 as a requirements for the major.

99 Biotechnology Majors are permitted to earn the Minor in Biology, under the following
 100 conditions. Biotech Majors also pursuing the Minor in Biology may use either Genetics
 101 (BIOL 352) or Comparative Animal Physiology (BIOL 353), but not both, to fulfill part of
 102 the 6 elective units required for the Biotechnology degree requirement. These students must
 103 also take 12 additional units in Biology, exclusive of coursework applied to the Major, in
 104 order to earn the Minor. Departmental advisors will provide information on recommended
 105 additional coursework.

106 UNITS

107
 108 Preparation for the Major: 35

- 109 CHEM 150
- 110 CHEM 201
- 111 CHEM 201L
- 112 CHEM 202
- 113 CHEM 250
- 114 MATH 160
- 115 PHYS 205
- 116 PHYS 206
- 117 PSYC 100 or SOC 101
- 118 PHIL 315, PHIL 340 or PHIL 345

119
 120 Required for the Major, Lower Division: 19

- 121 BIOL 210
- 122 BIOL 211
- 123 BIOL215
- 124 BIOL 215L
- 125 ECON 250
- 126 ACCT 203

127
 128 Required for the Major, Upper Division: 24

- 129 BIOL 355
- 130 BIOL 356
- 131 BIOL 357
- 132 BIOL 367
- 133 BIOL 377
- 134 CHEM 351
- 135 MGMT 302
- 136 MKTG 302

137
 138 Electives for the Major: 6

139 Select any of the following for at least
 140 six total units:

- 141 BIOL 352 HTM 411
- 142 BIOL 353 HTM 425
- 143 BIOL 358 HTM 426
- 144 BIOL 489 MIS 302
- 145 BIOL 497 POM 302
- 146 CHEM 351L SSM 415
- 147 CHEM 352 SSM 452
- 148 FIN 302 SSM 461

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Catalog Descriptions of Courses Associated with the program:

BIOLOGICAL SCIENCES (BIOL)

College of Arts and Sciences

BIOL 210 Introduction to Cellular and Molecular Biology (4). The first of a two-semester core sequence that provides the student with basic knowledge in biology, including specific experimental techniques and familiarity with the scientific method. Emphasizes cellular structure and physiology, molecular evolution, classical and molecular genetics, and biochemistry. *May not be taken for credit by students who have received credit for BIOL 202. Three hours lecture and three hours laboratory. Corequisites or Prerequisites: CHEM 201 and 201L. Prerequisite: CHEM 150.*

BIOL 211 Introduction to Organismal and Population Biology (4). The second of a two-semester core sequence that provides the student with basic knowledge in biology, including specific experimental techniques and familiarity with the scientific method. Emphasizes physiology, development, diversity of life, evolution, and ecology. *May not be taken for credit by students who have received credit for BIOL 201. Counts toward the fulfillment of the Lower-division General Education Requirement in Physical Universe and Its Life Forms. Three hours lecture and three hours laboratory. Prerequisite: BIOL 210.*

BIOL 352 Genetics (4). Detailed study of classical transmission, molecular quantitative and population genetics. Included will be current observations and concepts of the nature, organization, function and regulation of the expression of genetic material. Subject matter covered includes mechanisms of genetic conveyance, recombination, mapping, mutation and repair, RNA and DNA viruses, karyotyping, human genetics, and genetics of organelles. *Three hours lecture and three hours laboratory. May not be taken for credit by students who have received credit for BIOL 309. Prerequisites: BIOL 210 and 211.*

BIOL 353 Comparative Animal Physiology (4). A comparative survey of physiological adaptations including gas transport, metabolism, temperature and dehydration tolerance, and locomotion. *Three hours of lecture and three hours of laboratory. May not be taken for credit by students who have received credit for BIOL 345. Prerequisites: BIOL 210 and 211.*

BIOL 355 Molecular Biotechnology (4). In-depth treatment of the fundamental molecular techniques in use in the field of biotechnology. Designed to give hands-on experience as well as conceptual background in biotechnological methods. Subjects covered will include: nucleic acid isolations, vectors, cloning, library screening, hybridizations, PCR, sequencing, sequence analysis and bioinformatics, and transgenic organisms. Other subjects will vary to reflect current practice and developments in biotechnology. *Three hours lecture and three hours laboratory. Prerequisites: BIOL 210 and CHEM 250 and consent of instructor.*

BIOL 356 Cellular Biotechnology (4). Second of a two-semester sequence on the principles and applications of biotechnology. An overview of the drug discovery process is presented together with theoretical and practical aspects of specific technologies. Included in lecture and laboratory instruction are the physiology of prokaryotic and eukaryotic cells, culture of bacterial, plant, insect and mammalian cells, genetic engineering and expression systems, hybridomas, fermentation and scale-up technology, separation technology, protein purification, and immunochemistry. *Three hours lecture and three hours laboratory. Prerequisite: BIOL 210.*

200 **BIOL 357 Foundations of Biotechnology (2).** A review of biotechnology applications and product
201 development in the life science industry. Topics will include: 1) the process of bringing a product to
202 market from concept to sales; 2) laws, regulations, ethics, and social issues pertaining to the
203 discovery, development, testing, manufacturing and commercial distribution; 3) skills of technical
204 writing, Standard Operating Procedures and documentation for regulatory, quality assurance and
205 intellectual property; and 4) employment opportunities. *Prerequisites: BIOL 210, BIOL 211.*
206

207 **BIOL 358 Computer Skills for Biotechnology (3).** Designed to introduce and explain the
208 application of computational and analytical methods to solve problems in biotechnology. Many of
209 the popular software tools employed in biotechnology and informatics research will be covered. The
210 theoretical basis governing the use and importance of these tools will also be explored.
211

212 **BIOL 215 Experimental Design and Statistical Analysis (3).** Design and analysis of
213 biological surveys and experiments. Includes hypothesis formation, experimental design,
214 statistical analysis and presentation of results. *Three hours of lecture. May not be taken for*
215 *credit by students who have received credit for BIOL 315 or BIOL 360. Corequisite: BIOL 215L*
216

217 **BIOL 215L Laboratory in Experimental Design and Statistical Analysis (1).** Hands-on
218 experience in design of surveys and experiments in biological sciences and their subsequent
219 statistical analysis. Involves extensive use of computers for statistical simulation and analysis.
220 *May not be taken for credit by students who have received credit for BIOL 360. Prerequisite or*
221 *corequisite: BIOL 215.*
222

223 **BIOL 367 Biology of Microorganisms (4).** Presents a comprehensive selection of subjects
224 from the field of microbiology. Students will study prokaryotic structure and function; growth
225 and control of microorganisms; ecology, physiology, and diversity of bacteria; basic microbial
226 and viral genetics, microorganisms of medical and economic significance; and biotechnology and
227 its human applications and societal implications. The laboratory component will employ
228 research-oriented group activities, in addition to individual projects and assignments, and will
229 engage students in the latest techniques utilized in the field of microbiology. *Three hours of*
230 *lecture and three hours of laboratory. Prerequisites: BIOL 210 and 211.*
231

232 **BIOL 377 Immunology (3).** Study of the mammalian immune system at the molecular and
233 cellular level. Mechanisms of immunology, such as generation of unique receptor specificities,
234 transduction of signals through T and B cell receptors, programmed cell death and lymphocyte
235 selection, regulation of responses by growth factors and cytokines, and cell-cell interactions, are
236 explored. The course perspectives includes historical and technological aspects of modern
237 immunobiology. *May not be taken for credit by students who have received credit for BIOL 460.*
238 *Prerequisites: BIOL 210.*
239

240 **BIOL 489 Introduction to Laboratory/ Field Research (2).** A research project in the
241 laboratory or field, generated in collaboration with a faculty member. *May be repeated once for*
242 *credit, or the project may be continued for an additional semester as part of BIOL 499.*
243 *Prerequisite: Consent of instructor.*
244

245 **BIOL 497 Internship in Biotechnology (4).** Career-related experience in private industry, government
246 agency, and/or public sector. All participants utilize learning agreements. A final written report is required.
247 Students will be supervised both on site and by the course instructor. The learning agreement must be
248 completed and signed prior to enrollment. *May be repeated for a maximum of six (6) units, but only four (4)*
249 *units can be applied toward the major. Prerequisites: Consent of instructor prior to registration.*
250

251 **CHEMISTRY (CHEM)**
252 **College of Arts and Sciences**

253
254 **CHEM 150 General Chemistry (5).** Introduction to many of the basic qualitative models and
255 principles in chemistry. The areas covered include: basic nuclear and atomic structure, the periodic
256 table, covalent and ionic bonding, states of matter, intermolecular forces, energy changes, chemical
257 equilibria, acid-base chemistry, stoichiometry, properties of gases, and chemical properties of the
258 common elements. The laboratory experiments and projects are designed to complement lecture
259 material and provide real-life applications of chemistry in society. Counts toward the fulfillment of
260 the Lower-division General Education Requirement in Physical Sciences and Its Life Forms. Three
261 hours of lecture, one hour of discussion, and three hours of laboratory per week. Recommended:
262 High School Chemistry. Prerequisite: Completion of the Entry Level Mathematics (ELM)
263 requirement.

264
265 **CHEM 201 Organic Chemistry (3) and CHEM 202 Organic Chemistry (3).** A two-semester
266 sequence designed to introduce the student majoring in science to the properties of organic
267 compounds. The areas covered are: bonding, structure, stereochemistry, nomenclature, chemical and
268 physical properties of each functional group, acid/base phenomena, reaction mechanisms and
269 kinetics, organic synthesis, and an introduction to spectroscopic structure determination.
270 *Prerequisites: CHEM 150 for CHEM 201, CHEM 201 and 201L for CHEM 202 with minimum*
271 *grades of C (2.0) in each.*

272
273 **CHEM 201L Organic Chemistry Laboratory (2).** The laboratory experiments are designed to
274 illustrate the basic techniques of organic chemistry and to complement the lecture material covered in
275 CHEM 201. *Six hours of laboratory. Corequisite: CHEM 201. Prerequisite: CHEM 150 with a*
276 *minimum grade of C (2.0).*

277
278 **CHEM 250 Quantitative Chemistry (3).** Introduces quantitative approaches to chemical equilibria
279 and kinetics. Fundamental principles of thermodynamics introduced in CHEM 150 are explored in
280 greater depth. Topics include solubility, acids and bases, oxidation and reduction, and nuclear
281 chemistry. Applications of these topics to practical chemical analysis are discussed. *Corequisite for*
282 *chemistry majors only: CHEM 275. Prerequisite: MATH 160, CHEM202, or consent of instructor.*
283

284 **CHEM 351 Biochemistry (3).** A one-semester introduction to Biochemistry designed for students
285 majoring in science. The areas covered are: the structure and biosynthesis of carbohydrates, lipids,
286 peptides, and nucleotides as well as biomolecular conformation and dynamics. *May not be taken for*
287 *credit by students who have received credit for CHEM 303. Prerequisites: CHEM 202 and CHEM*
288 *250 with a minimum grade of C (2.0).*

289
290 **CHEM 351 L Biochemistry Lab (1).** Designed to complement the lecture material and illustrate
291 the basic techniques of biochemistry. *Six hours of laboratory. Corequisite: CHEM 351.*

292
293 **CHEM 352 Biochemistry (3).** Designed to introduce the student majoring in science to
294 principle areas in biochemistry. Areas which may be covered but are not limited to include:
295 enzyme kinetics and regulation; generation and storage of metabolic energy; basic
296 crystallography and structure of proteins, molecular modeling, membrane structure and
297 pharmaceutical biochemistry. *May not be taken for credit by students who have received credit*
298 *for CHEM 304. Prerequisites: CHEM 351 with a minimum grade of C (2.0) or consent of*
299 *instructor*

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302 **PSYCHOLOGY (PSYC)**
303 **College of Arts and Sciences**

304 **PSYC 461 Neuropsychopharmacology (3).** An examination of the ways that drugs affect the
305 brain and behavior. Emphasis on psychoactive drugs, including antipsychotics, antidepressants,
306 mood stabilizers, anxiolytics and drugs of abuse. Although social, cultural and political aspects of
307 drug use will be briefly touched upon when appropriate, the primary focus of the course will be
308 neurobiological and behavioral effects of the drugs. Prerequisite: PSYC 360 or consent of
309 instructor.

310 **BUSINESS ADMINISTRATION**
311 **College of Business Administration**

312
313 **MGMT 302 Foundations of Management (2).** Important concepts and applications in management
314 including motivation, leadership, group dynamics, organization design, decision-making,
315 communication, and organization change. *May not be taken for credit by students who have received*
316 *credit for SSM 304. Prerequisite: All lower-division pre-business core.*

317
318 **MKTG 302 Foundations of Marketing (2).** Marketing is the process of identifying and satisfying
319 customers' needs for products, services and ideas, and simultaneously creating and delivering a
320 standard of living to society. Examines the components of the marketing process, sources and uses of
321 marketing intelligence, consumer behavior and international marketing. *May not be taken for credit*
322 *by students who have received credit for SSM 305. Prerequisite: All lower-division pre-business*
323 *core.*

324
325 **ACCT 203 Survey of Accounting Information (4).** Introduction to the five primary accounting
326 areas: financial, managerial, taxation, auditing, and accounting information systems. Each area is
327 introduced in terms of its background, conceptual basis and application in the business environment.
328

329 **FIN 302 Foundations of Finance (2).** Examines basic aspects of the financing and investment
330 decisions made by financial managers. Subjects include financial mathematics, net present value,
331 capital budgeting, valuation of financial securities, risk and return, cost of capital structure, and
332 dividend policy. *May not be taken for credit by students who have received credit for FIN 304. Pre-*
333 *requisite: All lower-division pre-business core.*

334
335 **MIS 302 Foundations of Management Information Systems (2).** Survey of management
336 information systems topics with an emphasis on service applications. Includes computer hardware
337 and software, databases, information systems development, and the role of information systems in the
338 organization. *May not be taken for credit by students who have received credit for HTM 304. Pre-*
339 *requisite: All lower-division pre-business core.*

340
341 **POM 302 Foundations of Production and Operations Management (2).** Introduces the elements
342 associated with the design and operation of a service organization and the integration of these
343 elements within the overall corporate strategy. Contemporary issues covered include operations in
344 global markets, designing and controlling service process and planning for operations. *May not be*
345 *taken for credit by students who have received credit for HTM 305. Pre-requisite: All lower-division*
346 *pre-business core and BUS 304.*

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HTM 411 Database Management Systems (4). Introduction to data modeling, database design, and database administration. Coverage of the relational database model and construction of a database application using a relational database management system. *Three hours of lecture and two hours of laboratory. Prere-quisites: All lower-division pre-business core and either HTM 304 or MIS 302 with consent of the instructor.*

HTM 425 Systems Analysis and Design (4). Analysis, design, and implementation of computer-based information systems. Life cycle and prototyping paradigms will be examined as well as classical structured methodologies and object-oriented methods. Emphasis will be placed on automated tools for system development. *Three hours of lecture and two hours of laboratory. Prerequisites: All lower-division pre-business core and either HTM 304 or MIS 302 with consent of instructor.*

HTM 426 Telecommunications for Management (4). Managers in today's business climate are frequently responsible for their group's telecommunications technology. Introduces students to the telecom-munications issues they are likely to encounter as managers. Emphasis will be placed on emerging technologies critical to the development of the information super-highway, including media alternatives, networking, and personal/ commercial applications. *May not be taken for credit by students who have received credit for HTM 491B. Prerequisites: All lower-division pre-business core and either HTM 304 or MIS 302.*

SSM 415 Human Resource Management (4). Effective management of employees in the service sector such as recruitment and interviewing, training and development, performance appraisal, compensation and benefits, employee relations, workforce demographics, and employment law. *Prerequisites: All lower-division pre-business core and either MGMT 302 or SSM 304.*

SSM 452 Leadership in Organizations (4). In-depth analysis of the process of leadership in organizations with a focus on the develop-ment of personal leadership skills. Emphasis on students' ability to conceptualize, integrate, and apply diverse approaches to the leadership and motivation of people in organizations. *Prerequisites: All lower-division pre-business core, and either MGMT 302 or SSM 304.*

SSM 461 Management in Different Cultures (4). Examination of the impact of culture on managerial decisions. Key management decisions in a number of industries and countries are examined to highlight the complexities of management in a global environment. *May not be taken for credit by students who received credit for SSM 491G. Prerequisites: All lower-division pre-business core, and either MGMT 302 or SSM 304.*

CSUSM Academic Senate Meeting Schedule 2004/05

Academic Senate

(Regular meetings begin at 1:15 p.m. and run approximately 2 hours.)

Fall 2004

August 25	Convocation (a.m.) & New Senator Orientation (2:15 - 3:30 p.m.)
September 1	Senate Meeting
October 6	Senate Meeting
November 3	Senate Meeting
December 1	Senate Meeting

Spring 2005

January 13 <i>(tent.)</i>	Spring Assembly (a.m.)
January 19	Senate Meeting
February 2	Senate Meeting
March 2	Senate Meeting
April 6	Senate Meeting
April 20	Senate Meeting
May 4	Joint Senate Meeting

Executive Committee

(Regular meetings are held from 12 - 2 p.m., or until 1 p.m. when preceding a Senate meeting.)

Fall 2004

August 24	Retreat (9:30 p.m. – 1:30 p.m.)
September 1, 8, 15, 22, 29	
October 6, 13, 20, 27	
November 3, 10, 17	
December 1, 8	

Spring 2004

January 19, 26	
February 2, 9, 16, 23	
March 2, 9, 16, 23	<i>(Spring Break is March 28 – April 2)</i>
April 6, 13, 20, 27	
May 4	

Unless otherwise noted, the Academic Senate Meetings are held in Commons 206. All CSUSM faculty are encouraged to join us. *Only elected Senators may vote.*

Because the Senate is not a governing board, meetings of the Academic Senate are not covered under the Brown Act. The decision to allow press/public into an Academic Senate meeting may be made by the Senate.

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Senate Meeting Time Resolution
California State University San Marcos Academic Senate
April 21, 2004

WHEREAS, the current meeting time of the Academic Senate of Cal State San Marcos (1:15 – 3:00 pm) was set based on an old schedule of class meeting times; and

WHEREAS, an official ending time of 2:50 pm would allow Senators teaching at 3:00 pm (two or more senators will begin classes at 3:00pm on Wednesdays in the Fall, 2004, semester) sufficient time to get to class; and an official starting time of 1:00 pm would allow Senators teaching until 12:45 or 12:50 pm (14 or more senators end classes at 12:45 or 12:50 on Wednesdays in the Fall, 2004, semester) sufficient time to get to the Senate meetings and sign-in by 1:00 pm; therefore, be it

RESOLVED, that beginning in the Fall, 2004, semester, the Academic Senate of California State University San Marcos will meet from 1:00 pm to approximately 2:50 pm with extension beyond 3 pm requiring a motion for extension.

*An Academic Blueprint for Cal State San Marcos
2003-4 Annual Report to the Academic Senate*

A. Academic Blueprint Committee (ABC)

Name	Title	Representing
Bob Sheath, Co-Chair	Provost	Division of Academic and Student Affairs
Bud Morris, Co-Chair	Former Chair, Academic Senate	Academic Senate Chair designee
David Barsky	AVP for Academic Programs	Academic Programs
Troy Nielson/Gary Oddou	Assistant Professor/Professor, Business Administration	CoBA Undergraduate and Graduate Program Committees
Annette Daoud	Assistant Professor, Education	COE Curriculum Committee
Sam Shirkhon	Student	ASI
Tom Bennett	Associate Professor, Education	Academic Senate BLP
Sandy Punch	Director, Career & Transfer Services Center	Student Affairs
Katherine Brown	Assistant Professor, Communication	COAS Hiring and Academic Planning Committee
Pat Worden	Dean, Graduate Studies	Graduate Studies
Marcy Boyle	Assistant to the Provost	Staff to the Committee

B. Definition

- An eight-year plan for academic expansion
- Includes the design, processing and implementation phases
- Will take into account
 - State and regional needs
 - Student demand
 - Pedagogical concerns
 - Resources
 - Collaborations

**An Academic Blueprint for Cal State San Marcos
2003-4 Annual Report to the Academic Senate**

C. 2004 Blueprint

College	Champion	Program	Number of Students with Declared Major in								2011	2011
			2004	2005	2006	2007	2008	2009	2010	2011	FTEF	FTEF
COAS	K. Bates, V. Callanan, R. Serpe	B. Criminology & Justice Studies	49	131	199	217	236	257	279	301	170	8.5
COAS	S. Nichols, J. Trischman, B. Read, K.B. Reid	B. Kinesiology	34	93	141	154	167	183	198	213	130	6.5
COAS	P. Jasien	B. Biochemistry	34	34	37	41	44	48	52	56	56	2.8
COBA	T. Nielson	MBA (Self-Support)										0.0
COE	J. Jeffries	D. Educational Administration										0.0
COE	J. McDaniels	M. Opt. Middle Level Education	30	30	30	30	30	30	30	30	16	0.8
COAS	B. Morris (K. Brown, B. Saferstein)	B. Mass Media		33	98	146	159	174	188	203	125	6.2
COAS	B. Read	B. Biotechnology		9	27	41	44	48	52	56	56	2.8
COAS	R. Yoshii, C. Boehning, Y. Ouyang	B. Opt. Information Systems		44	130	195	211	231	250	270	156	7.8
COE	J. Thousand	M. Opt. Speech Therapy			30	30	60	60	60	60	34	1.7
HHS	B. Morris	B. Nursing			30	90	180	240	270	270	156	7.8
COAS	History Dept.	M. History			18	20	21	23	25	27	14	0.7
COAS	V. Fabry, L. Newman et al	B. Environmental Science/Studies (combined data)			10	29	43	47	50	54	55	2.8
COAS	M. McDuffie	B. Philosophy*			6	16	24	27	29	31	44	2.2
COAS	J. Chang, R. Yoshii	B. Opt. Computer & Network Technologies (Computer Engineering)				27	79	119	129	139	95	4.7
HHS	R. Serpe	M. Social Work				87	94	103	112	120	120	6.0
COAS	B. Bade	B. Anthropology				7	21	32	34	37	47	2.4
COAS	G. Oberem, C. DeLeone, R. Karas	B. Physics*				5	14	21	23	24	41	2.1
COAS	K. Diekman, D. Small	B. Arts and Technology					63	185	276	297	169	8.4
HHS	B. Morris, Dean of Graduate Studies	M. Physical Therapy					23	25	27	29	15	0.7
COAS	F. Soriano	M. Human Development						28	31	33	17	0.9
COAS		B. Child Development						38	112	166	107	5.4
COAS	Biological Sci. & Chem. & Biochem Dept	M. Biochemistry/Biotechnology (combined data)						37	41	44	24	1.2
HHS	K. Watson	B. Health Care Management						6	18	26	42	2.1
COAS	S. Beavers, B. Anderson	M. Public Administration						49	53	57	32	1.6
COAS	B. Bradbury	B. Music							26	75	65	3.2
HHS	B. Morris	M. Nursing							34	37	20	1.0
COBA	T. Nielson	MBA Executive										0.0
											1805	90
Headcount in New Majors**			113	340	717	1093	1470	1962	2346	2600		
Headcount Growth in New Majors			113	227	377	376	377	493	384	254		
Total CY FTEF for University			5804	5804	6404	7004	7604	8304	9004	9704		
Approximate Fall Headcount for University			7255	7255	8005	8755	9505	10380	11255	12130		
Approximate University Fall Headcount Growth			-383	0	750	750	750	875	875	875		
Percentage of University Growth Accounted for by New Majors					50%	50%	50%	56%	44%	29%		

* Recommendation for inclusion on the University Academic Master Plan will be contingent on evidence of sufficient student demand to sustain viable programs

** Excluding Biochemistry (option conversion).

An Academic Blueprint for Cal State San Marcos

2003-4 Annual Report to the Academic Senate

Basis of the changes from the 2003 Academic Blueprint

- Recalculated projections based on Fall 2002 enrollment data from the CSU, and used CY FTES. (The 2003 Blueprint was based on Fall 2001 data, and had used AY FTES.)
- Moved B.A. in Criminology & Justice Studies and B.A. in Mass Media back one year to reflect delays in the approval process or preparation of the proposal. Moved Master's Option in Speech Therapy back one year based on request from the College of Education. Moved Bachelor of Social Work to placeholder list. Moved Master of Public Administration (MPA) up one year.
- Following discussions in January with the Chancellor's Office (CO), changed title of Physical Education & Kinesiology to Kinesiology.
- Incorporated latest multi-year enrollment planning estimates (as of 2/26/04).

D. University Academic Master Plan (UAMP) Updates

1. B.S. in Biotechnology added
2. B.A. in Criminology & Justice studies approved for Spring 2004 implementation
3. B.S. in Biochemistry approved for Spring 2004 implementation
4. B.A. in Kinesiology (formerly Physical Education and Kinesiology) under review at Chancellor's Office/California Postsecondary Education Commission (CPEC)
5. B.A. in Mass Media has completed review in College of Arts & Sciences (COAS); will be reviewed by the Academic Senate in Fall 2004.

E. Activities in 2003-4

Consultancies for New Programs

Biotechnology highlights

- *Biotechnology B.S. Degree* – The degree proposal has been approved by the University Curriculum Committee (UCC) and Budget and Long-range Planning Committee (BLP) and will go to the Academic Senate on 4/21/04.
- *"Certificate of Competency"* – Successfully completed review by the College of Arts and Sciences Curriculum and Academic Planning Committee (CAP). The one new course needed for implementation has been approved by the Academic Senate. This Extended Studies Certificate program is planned to admit the initial cohort of students in Fall 2005.
- *Professional Science Masters* – A CSU-wide investigation into launching a Professional Science Masters is underway with a \$6.5K grant from the Sloan Foundation. Justification and proposal for a self-funding program for biotechnology is due in late June. Significant funding support for implementation is possible from Sloan.
- *Bringing Programs and Biotech Recognition to CSUSM* – Efforts are underway to develop training with North County life science companies through Extended

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Studies. Cooperative initiatives are being investigated with UCSD to broaden offerings through Extended Studies.

- *Fundraising* – \$15K from companies promised, \$29K requested in grant proposals for biotech initiatives, and \$100K funding requests made to Beckman and BD Pharmingen Foundations. Merck donated equipment that is awaiting title transfer. Efforts will resume to seek other contributions.
- *Linking CSUSM to BIOCOM and Biotech Community* – President Haynes is scheduled for introduction and remarks at BIOCOM's monthly breakfast meeting. CSUSM representatives have been placed in key roles at BIOCOM, Educational Consortium, CSUPERB, and the Southern California Biotechnology Center.

Nursing highlights

- Supplied information for and drafted the feasibility study to the California Board of Registered Nursing.
- Identified off-campus participants for the Nursing Advisory Group and convening this group on 5/7/04 to discuss the Nursing Curriculum.
- Provided model course outlines and syllabi for prerequisite science courses.
- Established contacts in regional healthcare facilities and identifying times and places for students' clinical placements.
- Refined program development timetables and providing input on resource needs.
- Obtained information regarding lab facilities development

Self-support Master of Social Work (MSW) Program

- A cohort of approximately 25 students will begin an MSW program offered by California State University Long Beach (CSULB) through extension at CSUSM in Fall 2004 and receive their MSW degrees in Spring 2007. As the host campus, CSUSM will establish a site for students to participate in lectures via compressed video. The state-supported CSUSM MSW program being planned for implementation in Fall 2007 will be able to utilize the placements established by the CSULB program.

Summits/Information Meetings

1. Biotechnology Summit III – Held on September 26, 2003, 25 participants, 10 biotechnology firms, agenda items included: overview of B.S. in Biochemistry; Biotechnology degree update; possible Extended Studies offerings; potential fundraising opportunities; and next steps
2. Speech Therapy – Held on April 15, 2004. 20 community participants gave program planners their ideas for a program responsive to school district needs and their judgments about the need for ASHA endorsement of the program. Participants also identified key participants for subsequent stages of program development and indicated the degree to which they individually wished to continue their participation.

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3. New Programs Workshop for North County Higher Education Alliance (NCHEA) Partners – Scheduled for April 30, 2004. Goal is to establish contacts between champions of new CSUSM programs and their NCHEA counterparts, notify community colleges of the nature of new programs and the potential need to develop supportive coursework, and pave the way for seamless articulation.
4. Environmental Science/Studies – An on-campus consortium of faculty in the sciences, social sciences, and humanities aims to kick-off planning this semester with an informational meeting. Representatives from three successful Environmental Science/Studies programs will be invited to the meeting.

Briefings provided to the ABC

1. 2004 San Diego Occupational Outlook Report by Sandy Punch
2. Title IIIA. Strengthening Institutions Grant by Terry Allison

Fundraising efforts

1. Nursing start-up omnibus appropriation grant
 - a. \$347,935
2. Local health care agencies
 - a. Palomar Pomerado Health
 - \$75,000 to support Nursing Program
 - \$200,000 over two years for Nurse Refresher Program
 - b. Tri-City Medical Center
 - \$75,000 to support Nursing Program
 - \$27,000 on first run of the Nurse refresher
 - c. In Process:
 - Expecting a gift of space of 14,000 square feet in area within the San Marcos Ambulatory Care Center (SMACC) building for constructing Nursing faculty offices and the skills nursing lab.

Chancellor's Contribution

1. \$100,000 in each of 2003-4 and 2004-5 for both nursing and biotechnology

Cabinet Budget Request

1. Requested budget items from champions for degrees starting 2003-7 and the Library
2. Took into account Title IIIA grant requests

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3. One-time costs (start-up) for 2004-5 for mass media, kinesiology, health and human services: \$250,417
4. Ongoing costs for 2004-5 for mass media, kinesiology, health and human services: \$158,418

Brochure

1. Created and published in Spring 2004 for promotion purposes.

Curriculum process clarifications/recommendations

1. The Budget and Long-range Planning Committee (BLP) and the ABC have clarified that in order for a new degree program to be sent to the Chancellor's Office for review, it needs to already be on the UAMP (sent to the CO each January, and approved by the Board of Trustees in March). In order to be considered by BLP in the Fall for inclusion on the January UAMP, an "A Form" (available at http://www.csusm.edu/academic_programs) needs to be completed and sent to Academic Programs by the end of the preceding Spring semester.
2. To clarify program implementation proposal resource needs, the ABC suggests that the following information be included on all new proposal "P-Forms":

		On-going Costs
Faculty		
Staff		
Library/Collections		
Technology: Special Hardware and/or Software		
Other (computer and furniture complements, telephone, equipment, operating expense, etc.)		