

CURRICULUM TRACKING
Academic Year 2004-05

Curric. & Sched. No.	Course Prefix	Course Number	New Course # and/or Prefix	Course/Program Title	Form(s)	Type Action	Proposal Originator	Rec'd by Curr.& Sched.	C&S Sent to Senate	AS Sent to UCC	UCC Action	Action Date
6	ANTH	315	214	Human Origins	C-2	Change	Bonnie Bade	10/22/04	12/6/04	12/6/04	Approved	1/24/05
99	HIST	312		Ancient World in Film	C	New	Darel Tai Engen	4/23/04	9/13/04	9/13/04	Approved	10/25/04
239	PSYC	362		Cognitive Processes	C	New	Gina Grimshaw	9/22/04	10/12/04	10/12/04	Approved	1/24/05
249	WMST	398		Independent Study	C-2	Change	Linda Pershing	11/10/04	12/6/04	12/6/04	Approved	1/24/05

D. The WPAF, when submitted by the Candidate, shall contain:

1. A current curriculum vitae.
2. A reflective statement for each section: Teaching, Research/Creative Activity, and Service. (See II.D.7. above.)
3. Evidence of teaching success (for all faculty unit members who teach) and equivalent professional performance based on primary duties assigned in the job description (for non-teaching faculty).¹
 - a. The reflective statement on teaching.
 - b. Student evaluations from courses taught, in compliance with the CBA. University-prepared numerical summaries and all comment sheets of course evaluations shall be included for each course submitted.
 - c. Selected items representing teaching, such as:
 - Peer evaluation
 - Self-evaluation
 - Videotape of class session
 - Instructional materials (e.g., syllabi, lesson plans, lecture notes, multimedia presentations, course assignments)
 - Product of your teaching/Evidence of student learning (e.g., completed student assignment, paper, thesis, exam, project, performance)
 - Teaching award, fellowship or honor
 - Other relevant items chosen by the faculty member
4. Evidence of success in research and creative activity (for teaching faculty and librarians) and continuing education/professional development (for SSP ARs).
 - a. The reflective statement on research and creative activity.
 - b. Selected items representing research and creative activity, such as:
 - Publications
 - Publications in press or under review (with documentation)
 - Creative performances (dance, music performance art, theatre), exhibits, videos, slides, recordings, CD-ROMS, multimedia, performance texts, installations, photographs, musical scores, directing or choreography, curating, producing
 - Presentations at professional meetings
 - Funded grants
 - Research/creative activity in progress
 - Instructional material development
 - Applied research/scholarship
 - Invited address
 - Research/creative activity award, fellowship or honor
 - Editing of a journal, book, or monograph
 - Unpublished research
 - Unpresented/unperformed creative activity
 - Unfunded grant proposal
 - Refereeing of a book, journal article, monograph, conference paper
 - Other relevant items chosen by the faculty member

¹ Non-teaching faculty include librarians and SSP ARs.

5. Evidence of success in service.
 - a. The reflective statement on service.
 - b. Selected items representing service to the campus, system, community, discipline, and/or profession, such as:
 - Committee activity
 - Consultantship to community organizations
 - Advising a student group
 - Mentoring of faculty and/or students
 - Office held and participation in professional organizations
 - Service award, fellowship or honor
 - Editing of a journal, book, or monograph
 - Refereeing of a book, journal article, monograph, conference paper
 - Other relevant items chosen by the faculty member
- ~~6. All personnel reviews since hire or since the last time promotion and/or tenure was granted, including any rebuttals and/or responses. These include periodic reviews; retention, tenure and promotion reviews; and five year post tenure reviews.~~
6. For faculty applying for periodic reviews, retention, tenure, or tenure and promotion, all personnel reviews since hire. For faculty applying for promotion after the award of tenure (or tenure and promotion), all personnel reviews beginning with the tenure (or tenure and promotion) review. Personnel reviews (including recommendations, rebuttals, and responses) are defined as periodic reviews; retention, tenure and promotion reviews; and five-year post-tenure reviews.
7. Department/Unit/College/Library/SSP,AR standards for retention, tenure and promotion.
8. A complete index of the material contained in the WPAF.

III. REVIEW PROCESS SCHEDULE

A. Tenure and Promotion to the Rank of Associate Professor/Associate Librarian/SSP II AR.

1. All probationary (nontenured) faculty members shall undergo annual review. The normal review process schedule depends on the probationary status of the Candidate. If the Candidate's initial appointment is on the tenure track at the rank of Assistant Professor , Senior Assistant Librarian (which normally requires a doctorate or other appropriate terminal degree), or SSP I AR without credit for prior years of service, the review process schedule is as follows:

First, third, and fifth years: PRC level and Dean/Director review
 Second and fourth years: PRC, Dean/Director and President review
 Sixth year: Mandatory review for promotion and tenure by Department Chair², Peer Review Committee, Dean, and Promotion and Tenure Committee with a recommendation to the President

2. Tenure-track probationary faculty may be given credit for a maximum of two years of service at another institution. The amount of credit allowed shall be stipulated at the time of employment and documented in a letter to the faculty member. This letter should be included in the file. If one or two years of credit are given, the review process begins with the first year level review. The mandatory promotion and tenure decision is shortened by the number of service credit years given. (13.4)

²In cases when the Department Chair elects to make separate recommendations on the Candidates in her/his Department.

APPENDIX C EXTERNAL REVIEW PROCESS

I. Initiation of a Request for External Review.

- A. A request for an external review of materials submitted by a Candidate for retention, promotion, and/or tenure may be initiated at any level of review by any party to the review, including the Candidate. Such a request shall document (1) the special circumstances which necessitate an outside reviewer, and (2) the nature of the materials needing the evaluation of an external reviewer. The request must be approved by the President with the concurrence of the faculty unit employee. (15.12d)
- ~~B. All parties except for the President requesting external review must do so at the beginning of the review cycle, during the time designated to review the file for completeness.~~
- B. If any party of the review process, including the candidate, indicates that they want an external review, the COF shall administer the process as outlined in the CBA (Article 15.12d). The Custodian of the File shall administer the process.

II. Procedure for Selection of External Reviewers

- A. The faculty member being considered shall provide a list of five names of experts in the corresponding field of scholarly or creative inquiry. A brief description of the proposed evaluators' fields, institutional affiliations and professional records shall be included with the list.
- B. The Peer Review Committee shall select the external reviewers. The PRC may accept the entire list of five names provided by the Candidate. Alternatively, the PRC may select only three of the names from the list of five. When it selects three names, the PRC also may choose to add up to two additional reviewers. Thus, the PRC shall select a minimum of three external reviewers provided by the Candidate and a maximum of two that it provides, forming a list of three to five external reviewers. When selecting reviewers other than those recommended by the Candidate, the PRC must justify that action in a written statement. Should the Candidate wish to challenge the choices, she/he may provide a written rebuttal. In such cases, the President shall decide on the final list of external reviewers.
- C. Criteria for selection of external reviewers shall include the following. The reviewer must:
 - 1. Be active in the same specialized area of scholarly or creative work;
 - 2. Hold a professional affiliation approved by the chair and the peer review committee;
 - 3. Be at a rank greater than the faculty member, if affiliated with an academic institution; and
 - 4. Be neither a collaborator nor co-author of any publication or funded research proposal, nor a close friend.
- C. It is the responsibility of the Peer Review Committee to determine that criteria for selection of external reviewers have been satisfied.
- D. The COF is charged with managing the process of external review. The COF shall solicit external reviews, receive the documents, and place them in the WPAF. The COF shall request external reviewers to respond in time for the PRC review of the WPAF. When a solicited external review does not receive a timely response, the COF shall insert a letter into the file stating that the external reviewer did not respond by the requested time.

PROGRAM PROPOSAL - Form P

COLLEGE Business _____ New Major _____ New Option X Change to Program
 Discipline _____ New Minor _____ New Certificate _____ Delete Program
 _____ New Credential _____ New Track, Emphasis _____ Discontinue Program
 or Concentration

All new degree major programs and certain new options are submitted for Chancellor's Office approval by the Vice President for Academic Affairs. Program changes, discontinuations, and deletions are sent as information items.

TITLE OF DEGREE PROGRAM: BS in Business Administration

Enter a brief summary of the purpose of this proposal.

As a result of the Program Evaluation and Planning (PEP) Review in 2002/2003, the faculty worked on a comprehensive change to each of CoBA's options. The purpose of these changes is to strengthen an already high-quality program. This cover sheet presents each change separately and provides the rationale for each. Further details are presented in subsequent pages; however, it is necessary to give some background so the committee understands the context in which these changes were discussed and decided.

When the current CoBA curriculum was developed more than ten years ago, CSU and CSUSM general education mandates limited to 50 the number of upper division units and 13 the number of lower division units over which CoBA had control in specifying program requirements. As the CoBA undergraduate curriculum committee began examining the program last Fall, we re-evaluated these limits in light of learning that we are now allowed to double-count units in the pre-business core that fulfill lower-division General Education (GE) requirements. Additionally, in reviewing CoBA program requirements while examining a CoBA undergraduate curriculum committee proposal this Spring, David Barsky, Associate Vice-President of Academic Programs, advised that we do not have to count certain lower division language course and a mathematics pre-requisite toward our minimum number of units. Altogether, we have identified 16 additional units available for courses in our undergraduate program. Of these 16 additional units¹, 11 must be allocated to lower division courses (due to the suggestion that lower division units total no less than 60) and 5 are available for upper division courses².

A. College Wide Changes

1. Lower Division

We propose changing the lower division pre-business core to include additional courses that will better prepare students for the upper division business courses. The lower division will go from 13 to 24-25 units. This will also bring CoBA's pre-business core more in line with what other CSU campuses require.

Current Lower Division Pre-Business Core	Current Units	Proposed Lower Division Pre-Business Core	Proposed Units
ACCT 203	4	ACCT 201 (Financial)	3
		ACCT 202 (Managerial)	3
		Business Writing	3
		BUS 202 (Business Law)	3
ECON 250	3	ECON 201 (Micro)	3
		ECON 202 (Macro)	3
MATH 132	3	MATH 132	3
PSYC 100 or SOC 101 or GESS 101 and 102	3-6	PSYC 100 or SOC 101	3-4
Total Pre-Business Core	13-16		24-25

¹ Throughout this document, we refer to these 16 units as "found" units

These changes require the creation of three new courses – ACCT 201, ACCT 202, and Business Writing. For the Business Writing class, we have discussed the course with LTWR. We propose to cross list the course initially and most likely will offer it on a very limited basis (i.e. one or two sections) on our campus for the first years of implementation. The reason for that is a lack of resources – LTWR does not have the faculty to deliver such a course for all pre-business students nor do we. The course exists at the community colleges, so we do not think this will hold up students' progress towards completing their pre-requisites for the major. The syllabus attached for that course is from Mira Costa. The course we offer would have the same general objectives, so it is included for illustration purposes.

An additional change involves removing GESS 101 and 102 from the lower division. The reason for this is that GESS 102 was last offered in Spring 2002; since the content of both courses is what we required of students, we have replaced the sequence with either Psychology or Sociology.

2. Senior Experience

Feedback from students and faculty indicated there were too many units previously allocated to BUS 492. The reduced number of units³ will still prepare students to do their project by providing the most essential information. The combined changes to BUS 492/493 are designed to allow students more preparation at the lower division and in the option prior to taking Senior Experience. This should allow students to have a stronger knowledge/skill base to use in completing their project.

B. Option Specific Changes

1. Separate Accounting and Finance into two distinct options (rather than tracks)

We currently have an Accounting track and a Finance track within the Accountancy/Finance option. However, these operate as two separate options – especially from the students' perspective. We have gotten student feedback indicating confusion – i.e. some believe they will be studying both Accounting and Finance rather than one or the other. Separation also allows for the addition of important differences in core and elective courses that make each option distinct.

2. Changes to Accounting

- a. Keep 12 units of Foundation
- b. Re-label "specialized core" courses as "core"
- c. Renumber ACCT 305 to ACCT 301 Intermediate Accounting I
- d. Increase the Core Accountancy courses to 26 units (up from 12 units)
 - Combine 12 units of "core" with 8 units of "specialized core"
 - Add 2 courses that were previously electives
 - ACCT 405 - to be renumbered as ACCT 302 Intermediate Accounting II
 - ACCT 416 - Auditing
- e. Increase electives to 8 units (previously 6 units)

The proposed changes to the Accounting curriculum serve several purposes: they bring the program into alignment with other programs nationally in the area of Introduction to Accounting, they allow the catalog to better reflect the course content and sequencing that are currently in operation, and they bring the requirements of the program to a standard that is typical of other universities which offer a B.S. in Accounting. The Accounting faculty have for several years argued that additional units of Accounting would better serve student needs. The additional units are "found" units and do not compromise any existing offerings in accounting. However, the inclusion of additional units better prepares students for both professional employment in accounting and for external licensing exams such as the C.P.A. exam.

3. Changes to Finance

- a. Keep 12 units of Foundation
- b. Re-label "specialized core" courses as "core"
- c. Increase the Core Finance courses to 24 units (up from 12 units)
 - Combine 12 units of "core" with 8 units of "specialized core"
 - Add one course that was previously an elective
 - FIN 341 - Multinational Financial Management
- d. Increase the Finance electives to 10 units (up from 6 units)
- e. Include a list of recommended courses under Finance Electives

² Please see the attached spreadsheet for a numerical summary of units

³ This adds an additional 3 "senior experience" units to the 5 "found" upper division units mentioned previously, thus giving 8 upper division units possible for addition to each option.

The proposed changes to the Finance curriculum serve to strengthen our students' abilities in both Finance and in disciplines that are directly relevant to developing a strong understanding of Finance. Students will now be required to take FIN341 (Multinational Finance) and will be required to choose 10 units of elective courses (up from 6) from a list of specific Finance, Economics, Accounting, Mathematics, and HTM courses. This list has been compiled by the Finance faculty with an eye on removing deficiencies in the curriculum. The Finance faculty has long recognized the need for our students to be more familiar with Economic concepts. The Finance faculty also recognizes that many of our students are likely to seek employment that will require a stronger working knowledge of Accounting than was previously able to be developed. These 8 new upper division units are newly "found" units and, as such, do not displace any other aspect of our program. Their inclusion only serves to enhance our students' educational experience in the areas of Finance and its related disciplines. Our students will be both more knowledgeable and more employable if these proposed changes are approved and implemented.

4. Changes to HTM

- a. Increase Foundation of Business courses from 12 to 14 units
 - Delete FIN 302 as a Foundation course
 - Replace with FIN 304 as a Foundation course
- b. Delete HTM 390, HTM 413 from electives
- c. Increase HTM Electives to 20 units (up from 12 units) with a minimum of 16 units to be selected from HTM electives
 - Add Java Programming Language and Wireless Communication Technology as permanent courses under electives

The proposed changes to the HTM curriculum are designed to enhance our students' background in the HTM discipline. Students will be required to take HTM 406 (Decision Models) and to choose 20 units of elective courses (up from the current 12 units) from a list of specific HTM courses. This change will increase the depth of students' knowledge in HTM discipline, which is crucial for students when they seek employment. The HTM faculty also realizes that the students' knowledge in finance is relatively weak under the current curriculum. Thus the proposed changes require students to take FIN 304 (4 units) instead of FIN 302 (2 units) in their foundation courses. The total increase of those 10 upper division units, which are newly "found" units, will not affect other components of the curriculum⁴.

5. Separate SSM into separate Management and Marketing Options

The proposed changes to SSM came from reviewing the history behind the creation of the SSM option. The impetus for the creation of Service Sector Management was the Porter and McKibben report that emphasizes the need for a multi-disciplinary approach to learning, as demanded by the business community. SSM – as a multi-disciplinary concentration has had mixed results. While it is a popular major, many outside the college (and some within it) still grapple with defining what the Service Sector option is all about. Originally intended to train managers for service sector jobs, the skills emphasized are not limited to application within service industries.

It seems that defining the cross disciplinary concentration in terms of the economic sector may not be the most appropriate way to define it. While trying to avoid the silos of disciplines is admirable, it seems, from the outside world, that companies still are looking for college graduates with marketing and management skills as defined by traditional majors. Nonetheless, the experiment of SSM has not been a failure. Rather, looking at the common threads of this cross disciplinary group, we have identified a common theme – both Management and Marketing focus on the social sciences based side of the business school curriculum. Students are trained to manage those within organizations through organizational behavior and human resources courses. They learn about customer behavior through marketing related courses. The common theme is the training of managers in people skills as related to the social sciences disciplines.

Therefore, it was determined by faculty that both Management and Marketing Options should be offered to students instead of one SSM Option. To accomplish development of the two Options, course names bearing the SSM have been changed to either MGMT or MKTG. The courses have also been placed with their respective Management or Marketing Option.

⁴ For HTM, Management, and Marketing, there are an additional 2 units of upper division added to the previously identified 5 "found" units and 3 "senior experience" units for a total of 10 units.

6. Management Option

- a. Keep 12 units Foundations courses (previous SSM Foundation)
- b. Increase Management core to 20 units (SSM had 8 units of core)
 - Replace SSM 304 and SSM 305 with 2 new courses
 - MGMT 305 Organizational Behavior
 - MKTG 305 Principles of Marketing
 - Add and re-number courses that were previously SSM electives
 - MGMT 415 Human Resources Management
 - MGMT 452 Leadership in Organizations
 - MGMT 461 Management in Different Cultures
- c. Decrease Electives to 14 units (down from 16 units previously required in SSM), minimum of 10 in Marketing or Management
- d. Change elective course names to MGMT or MKTG designations

7. Marketing Option

- a. Keep 12 units Foundations courses (previous SSM Foundation)
- b. Increase Marketing core to 20 units (SSM had 8 units of core)
 - Replace SSM 304 and SSM 305 with 2 new courses
 - MGMT 305 Organizational Behavior
 - MKTG 305 Principles of Marketing
 - Add and re-number courses that were previously SSM electives
 - MKTG 442 Customer Analysis
 - MKTG 433 Marketing Communications
 - MKTG 448 Global and Cross Cultural Marketing
- c. Decrease Electives to 14 units (down from 16 units previously required in SSM), minimum of 10 in Marketing or Management
- d. Change elective course names to MGMT or MKTG designations

Does this proposal impact other disciplines? ☒ Yes ☐ No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Economics

Discipline
 Literature and Writing

Discipline

Discipline

[Signature] 10/15/04 ☒ Support ☐ Oppose
 Signature Date
[Signature] 14 Oct 04 ☒ Support ☐ Oppose
 Signature Date
 Support Oppose

If additional space is needed to complete this form, use supplementary sheets.

REVIEW PROCESS

GARY ODDER 10/11/04
 Originator (Please Print) Date
 Library and Information Services Date
 Program/Center/Department - Director/Chair Date
[Signature] 10-11-04
 College Curriculum Committee Date
 Computing & Telecommunications Date
 Campus Physical Planning (if applicable) Date

APPROVAL PROCESS

1. [Signature] 10-11-04
 College Dean (or Designee) Date
 Vice President for Academic Affairs (or Designee) Date
 2a. Academic Planning and Policy Committee Date
 President (or Designee) Date
 2b. Budget and Long Range Planning (if applicable) Date
 Date to Chancellor's Office
 3. Academic Senate Date

* LTWR has been consulted about the lower division Business writing course. We neither support nor oppose this new course, but we would be willing to offer a very limited number of sections (1-2) with full funding ^{from COBA}. We would be interested in developing an upper division Business writing course that could be cross-listed ~~with funding~~ in the future, but we could not support enough sections for all COBA ~~students~~ majors unless funding was provided in full.

SUMMARY

	Accounting		Finance		HTM		SSM (Management and Marketing)	
	Existing	Proposed	Existing	Proposed	Existing	Proposed	Existing	Proposed
LOWER DIVISION								
General Education	36	36	36	36	36	36	36	36
Pre-business Core	13	24	13	24	13	24	13	24
TOTAL LOWER DIVISION	49	60	49	60	49	60	49	60
UPPER DIVISION								
General Education	9	9	9	9	9	9	9	9
Major Coursework								
Foundations of Business	12	12	12	12	12	12	12	12
Option Courses	26	34	26	34	24	34	24	34
BUS 444	4	4	4	4	4	4	4	4
Senior Experience	8	5	8	5	8	5	8	5
TOTAL OPTION	50	55	50	55	48	55	48	55
TOTAL UPPER DIVISION	59	64	59	64	57	64	57	64

DETAIL

	Accounting		Finance		HTM		SSM (Management and Marketing)	
	Existing	Proposed	Existing	Proposed	Existing	Proposed	Existing	Proposed
LOWER DIVISION								
General Education	36	36	36	36	36	36	36	36
Pre-Business Core								
MATH 132 (also GE)	3	3	3	3	3	3	3	3
PSYC 100 or SOC 101 (also GE)	3	3	3	3	3	3	3	3
ECON 250	3	6	3	6	3	6	3	6
ACCT 203	4	6	4	6	4	6	4	6
BUS COMMUNICATION	0	3	0	3	0	3	0	3
BUS LAW	0	3	0	3	0	3	0	3
Total Pre-Business Core	13	24	13	24	13	24	13	24
TOTAL LOWER DIVISION	49	60	49	60	49	60	49	60
UPPER DIVISION								
General Education	9	9	9	9	9	9	9	9
Major Coursework								
Foundations of Business								
BUS 302	2	2	2	2	2	2	2	2
BUS 304	4	4	4	4	4	4	4	4
FIN 302					2	2	2	2
MIS 302							2	2
MKTG 302	2	2	2	2	2	2		
MGMT 302	2	2	2	2	2	2		
POM 302	2	2	2	2			2	2
Total Foundations Courses	12	12	12	12	12	12	12	12
Option Courses	26	34	26	34	24	34	24	34
BUS 444	4	4	4	4	4	4	4	4
Senior Experience	8	5	8	5	8	5	8	5
TOTAL OPTION	50	55	50	55	48	55	48	55
TOTAL UPPER DIVISION	59	64	59	64	57	64	57	64

ACCOUNTANCY OPTION (55 units)

Eun Kang, Ph.D., Department Chair
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Accounting has often been called "the language of business." Through its accounting system an organization records its transactions and communicates its performance. The accountancy curriculum at CSUSM is designed, in part, to prepare students for careers in public accounting, including qualification to sit for the CPA examination. It also has the flexibility and provides sufficient electives to prepare students for careers in managerial accounting or governmental accounting, not-for-profit accounting, and other business-related areas.

Foundations of Business Courses (12 units)

BUS 302	Foundations of Business Environments	2 units
BUS 304	Data Analysis	4 units
HTM 302	Foundations of Operations Management	2 units
MGMT 302	Foundations of Management	2 units
MKTG 302	Foundations of Marketing	2 units

Core Accountancy Courses (26 units)

ACCT 305	Intermediate Accounting I	4 units
ACCT 308	Accounting Information & Systems	4 units
FIN 304	Introduction to Corporate Finance	4 units
ACCT 306	Cost Accounting	4 units
ACCT 307	Tax Accounting	4 units
ACCT 405	Intermediate Accounting II	2 units
ACCT 416	Auditing	4 units

Accountancy Electives (8 units)

All 6 units must be selected from Accountancy; i.e. FIN, GBM, HTM, and SSM electives **cannot** be substituted.

ACCT 406	Cost Management, Measurement and Control (M,N)*	2 units
ACCT 407	Advanced Tax Accounting (F,M,N,T)*	2 units
ACCT 420	Managerial Accounting in Government & Non-profit Organizations (N)*	2 units
ACCT 421	Financial Accounting in Government & Non-profit Organizations (N*)	2 units
ACCT 422	Advanced Accounting (F)*	2 units
ACCT 423	International Accounting (F, M)*	2 units
ACCT 481-5	Selected Topics	1-4 units
ACCT 498	Independent Study	1-4 units

*Recommended for:

F = Financial/Public Accounting

~~L = Internal Auditing~~

M = Management Accounting

N = Non-profit/Governmental Accounting

T = Tax Accounting

Capstone (4 units)

BUS 444	Strategic Management in Global Environments	4 units
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Senior Experience (5 units)

BUS 492	Problem Assessment	1 unit
BUS 493	Problem Analysis & Implementation	4 units

FINANCE OPTION (55 units)

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Finance is the study of the interaction of firms and financial markets. Financial managers attempt to identify and undertake projects that increase firm value and determine the best means by which to finance the projects they undertake. Investors, the source of financing for these projects, are free to choose from many types of securities issued by different types of firms. The risk-return profiles of these individual securities, and the impact of portfolio design on the attainment of an optimal risk-return profile, are major topic areas of finance. CSUSM students who choose the finance track are able to specialize in the study of corporate finance, investment analysis, and international finance. Students are provided an education that permits them to enjoy careers as stockbrokers, financial analysts, investment advisers, and the like.

Foundations of Business Courses (12 units)

BUS 302	Foundations of Business Environments	2 units
BUS 304	Data Analysis	4 units
HTM 302	Foundations of Operations Management	2 units
MGMT 302	Foundations of Management	2 units
MKTG 302	Foundations of Marketing	2 units

Core Finance Courses (24 units)

ACCT 305	Financial Accounting	4 units
ACCT 308*	Accountancy Information & Systems	4 units
FIN 304	Intro to Corporate Finance	4 units
FIN 321	Investment Analysis	4 units
FIN 331	Financial Markets & Institutions	4 units
FIN 341	Multinational Financial Mgmt	4 units

*HTM 304 can be substituted

Finance Electives (10 units)

A minimum of 2 units must be selected from electives in Finance.

FIN 404	Advanced Corporate Finance	2 units
FIN 422	Advanced Investment Analysis	2 units
FIN 481-5	Selected Topics	1-4 units
FIN 498	Independent Study	1-4 units

The remaining 8 units can be taken **only** from the following list.

ACCT 307	Tax Accounting	4 units
ACCT 405	Intermediate Accounting II	2 units
ACCT 422	Advanced Accounting	2 units
ACCT 407	Advanced Tax Accounting	2 units
ACCT 421	Financial Accounting in Gov't & Non-profit Organizations	2 units
HTM 406	Decision Models: A Computer Integrated Approach	4 units
ECON 301	Consumers and Exchange	3 units
ECON 302	Employment, Income, & Prices	3 units
ECON 323	Health Economics	3 units
ECON 331	Money, Banking, and the Econ	3 units
ECON 416	Law and Economics	3 units
ECON 417	Property, Transaction Costs and Information	3 units
ECON 421	The Public Economy	3 units
ECON 451	Business and Government	3 units
ECON 471	Econometrics	3 units
MATH 440	Introduction to Mathematical Probability and Statistics	4 units

Capstone (4 units)

BUS 444	Strategic Management in Global Environments	4 units
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Senior Experience (5 units)

BUS 492	Problem Assessment	1 unit
BUS 493	Problem Analysis & Implementation	4 units

HIGH TECHNOLOGY MANAGEMENT OPTION (55 units)

Sheldon Lou, Ph.D., Department Chair
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Success in business is associated with firms that strategically use and develop sophisticated operations and information technologies. The High Technology Management (HTM) option is dedicated to the advancement of organizations through the use of state-of-the-art technologies, strategies, systems, tools and techniques. Students graduating with an Option in HTM are expected to have strong skills in a subset of information technology and operations management. Typical abilities of an HTM graduate should include proficiency areas such as systems analysis and design, database management, multi-media, information technology, e-commerce, telecommunications management, management science modeling, quality management, supply-chain management, and inventory management and control. Knowledge gained in HTM coursework can be applied to industries such as biotechnology, computer hardware, software and peripherals, telecommunications, manufacturing, defense and aerospace. However, nearly every organization, no matter how traditional or simple the product or service, can benefit from strategic, prudent use of technology.

Foundations of Business Courses (14 units)

BUS 302	Foundations of Business Environments	2 units
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BUS 304	Data Analysis	4 units
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FIN 304	Introduction to Corporate Finance	4 units
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MGMT 302*	Foundations of Management	2 units
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MKTG 302*	Foundations of Marketing	2 units
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**Equivalent 4-unit courses can be substituted for these 2-unit courses with 2 units applied toward HTM electives. However, only 4 excess units can be counted as HTM electives.*

Core HTM Courses (12 units)

HTM 304	Management Information Systems	4 units
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HTM 305	Operations Management	4 units
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HTM 406	Decision Models: Computer Integrated Approach	4 units
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HTM Electives (20 units)

A minimum of 16 units must be selected from HTM electives (units outside of HTM may be substituted with prior approval from CoBA). The remaining 4 units can be taken from electives in ACCT, FIN, GBM, HTM, or SSM. No more than 4 units from the ACCT, FIN, or SSM option core can be counted as elective credit.

Students in this option cannot take ACCT 308 for credit.

HTM 411	Database Management Systems	4 units
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HTM 425	Systems Analysis & Design	4 units
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HTM 426	Telecommunications for Management	4 units
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HTM 427	Multimedia in Business	4 units
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HTM 428	Supply Chain Management	4 units
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HTM 429	Java Programming Language	4 units
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HTM 430	Wireless Communication Technology	4 units
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HTM 481-5	Selected Topics	1-4 units
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HTM 498	Independent Study	1-4 units
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Capstone (4 units)

BUS 444	Strategic Management in Global Environments	4 units
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Senior Experience (5 units)

BUS 492	Problem Assessment	1 unit
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BUS 493	Problem Analysis & Implementation	4 units
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MANAGEMENT OPTION (55 Units)

Glen Brodowsky, Ph.D., Department Chair
Associate Professor of Marketing
Craven Hall, Room 2228
760-750-4261
glenbrod@csusm.edu

The Management Option courses concentrate primarily on relationships among members of organizations as well as organization decision-making behavior and cultures. The courses draw on many facets of the social and behavioral sciences to guide students in their intellectual development. A common theme is the use of people skills.

Students learn how to manage employees, through courses such as Leadership in Organizations (MGMT452) and Human Resource Management (MGMT415). Marketing courses are also taken by students to enhance their understanding of how firms develop mutually beneficial exchanges with consumers and other businesses.

Foundations of Business Courses (12 units)

BUS 302	Foundations of Business Environments	2 units
BUS 304	Data Analysis	4 units
FIN 302*	Foundations of Finance	2 units
HTM 302*	Foundations of Operations Management	2 units
MIS 302*	Foundations of Management Information Systems	2 units

**Equivalent 4-unit courses can be substituted for these 2-unit courses with 2 units applied toward SSM electives. However, only 4 excess units can be counted as SSM elective credit.*

Management Option Core Courses (20 units)

MGMT 305	Organizational Behavior	4 units
MKTG 305	Principles of Marketing	4 units
MGMT 415	Human Resources Management	4 units
MGMT 452	Leadership in Orgs	4 units
MGMT 461	Mgmt in Different Cultures	4 units

Management Option Electives (14 units)

Students must take a minimum of 10 units in MGMT or MKTG Electives. The remaining 4 units can be taken from electives in ACCT, FIN, GBM, or HTM. No more than 4 units from the ACCT, FIN, or HTM option core can be counted as elective credit. *Students in this Option cannot take ACCT 308 for credit.* A maximum of 4 units may be taken outside the College with prior approval from CoBA.

MGMT 315	Services Management	2 units
MGMT 432	The Executive's Chair	2 units
MGMT 445	Career Development	2 units
MGMT 465	Developing Management Skills	4 units
MGMT 481-5	Selected Topics in Management	1-4 units
MGMT 498	Independent Study	1-4 units
MKTG 315	Services Marketing	4 units
MKTG 433	Marketing Communications	4 units
MKTG 442	Customer Analysis	4 units
MKTG 446	Sales Management	4 units
MKTG 448	Global and Cross Cultural Mkt	4 units
MKTG 449	Data Base Marketing	4 units
MKTG 481-5	Selected Topics in Marketing	1-4 units
MKTG 498	Independent Study	1-4 units

Capstone (4 units)

BUS 444	Strategic Management in Global Environments	4 units
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Senior Experience (5 units)

BUS 492	Problem Assessment	1 unit
BUS 493	Problem Analysis & Implementation	4 units

MARKETING OPTION (55 Units)

Glen Brodowsky, Ph.D., Department Chair
Associate Professor of Marketing
Craven Hall, Room 2228
760-750-4261
glenbrod@csusm.edu

Marketing Option courses focus on the development of mutually beneficial exchanges between not-for-profit and profit-generating organizations and their customers, suppliers, and distributors. Students learn how to foster exchange with consumers and businesses, through courses such as Customer Analysis (MKTG442) and Marketing Communication (MKTG433).

The courses draw on many facets of the social and behavioral sciences to guide students in their intellectual development. Management Courses are also taken by students to increase their understanding of relationships among members of organizations as well as organization decision-making behavior and cultures.

Foundations of Business Courses (12 units)

BUS 302	Foundations of Business Environments	2 units
BUS 304	Data Analysis	4 units
FIN 302*	Foundations of Finance	2 units
HTM 302*	Foundations of Operations Management	2 units
MIS 302*	Foundations of Management Information Systems	2 units

**Equivalent 4-unit courses can be substituted for these 2-unit courses with 2 units applied toward SSM electives. However, only 4 excess units can be counted as SSM elective credit.*

Marketing Option Core Courses (20 units)

MGMT 305	Organizational Behavior	4 units
MKTG 305	Principles of Marketing	4 units
MKTG 442	Customer Analysis	4 units
MKTG 433	Marketing Communications	4 units
MKTG 448	Global and Cross Cultural Marketing	4 units

Marketing Option Electives (14 units)

Marketing track students must take a minimum of 10 units in MGMT or MKTG Electives. The remaining 4 units can be taken from electives in ACCT, FIN, GBM, or HTM. No more than 4 units from the ACCT, FIN, or HTM option core can be counted as elective credit. *Students in this Option cannot take ACCT 308 for credit.* A maximum of 4 units may be taken outside the College with prior approval from CoBA.

MKTG 315	Services Marketing	4 units
MKTG 446	Sales Management	4 units
MKTG 449	Data Base Marketing	4 units
MKTG 481-5	Selected Topics in Marketing	1-4 units
MKTG 498	Independent Study	1-4 units

MGMT 315	Services Management	2 units
MGMT 415	Human Resources Management	4 units
MGMT 432	The Executive's Chair	2 units
MGMT 445	Career Development	2 units
MGMT 452	Leadership in Organizations	4 units
MGMT 461	Management in Different Cultures	4 units
MGMT 465	Developing Management Skills	4 units
MGMT 481-5	Selected Topics in Management	1-4 units
MGMT 498	Independent Study	1-4 units

Capstone (4 units)

BUS 444	Strategic Management in Global Environments	4 units
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Senior Experience (5 units)

BUS 492	Problem Assessment	1 unit
BUS 493	Problem Analysis & Implementation	4 units

Course Proposal Forms Associated with the P-form for the
BS in Business Administration

Curric. & Sched. No.	Course Prefix	Course Number	New Course #	Course/Program Title	Form(s)	Type Action	Curriculum & Scheduling Comments	Proposal Originator	Rec'd by Curr.& Sched.	C&S Sent to Senate	AS Sent to UCC
1	ACCT	201		Introduction to Financial Accounting	C	New		Larry Detzel	10/22/04	10/22/04	10/22/04
2	ACCT	202		Introduction to Managerial Accounting	C	New		Larry Detzel	10/22/04	10/22/04	10/22/04
4	ACCT	305	301	Intermediate Accounting I	C-2	Change	Number change, title change	Larry Detzel	10/22/04	10/22/04	10/22/04
5	ACCT	405	302	Intermediate Accounting II			Number, title, and description change	Larry Detzel	10/22/04	10/22/04	10/22/04
	BUS	203		Business Writing	C	New		Michael Pass	10/22/04	10/22/04	10/22/04
29	BUS	492		Problem Assessment and Critical Thinking	C-2	Change	Unit value and description change	Michael Pass	10/22/04	10/22/04	10/22/04
30	BUS	493		Problem Analysis and Implementation	C-2	Change	Unit value change	Michael Pass	10/22/04	10/22/04	10/22/04
99	HTM	390		Current Issues in Management	D	Deletion		Robert Aboolian	10/22/04	10/22/04	10/22/04
100	HTM	413		Management of High Tech Startups	D	Deletion		Robert Aboolian	10/22/04	10/22/04	10/22/04
101	HTM	429		Java Programming	C	New		Jack Leu	10/22/04	10/22/04	10/22/04
102	HTM	430		Wireless Communication Technology	C	New		Sheldon Leu	10/22/04	10/22/04	10/22/04
130	MGMT	305		Organizational Behavior	C	New		Michael Pass	10/22/04	10/22/04	10/22/04
131	MGMT	315		Services Management	C	New	Course, description change, added prerequisite (formerly SSM 304)	Michael Pass	10/22/04	10/22/04	10/22/04
132	MGMT	415		Human Resources Management	C	New	Course and description change; other prerequisite change (formerly SSM 415)	Michael Pass	10/22/04	10/22/04	10/22/04
133	MGMT	432		In the Executive Chair	C-2	Change	Course number and description change (formerly SSM 432)	Michael Pass	10/22/04	10/22/04	10/22/04
134	MGMT	445		Career Development	C-2	Change	Course number and description change (formerly SSM 445)	Michael Pass	10/22/04	10/22/04	10/22/04
135	MGMT	452		Leadership in Organizations	C-2	Change	Course number and description change (formerly SSM 452)	Michael Pass	10/22/04	10/22/04	10/22/04
136	MGMT	461		Management in Different Cultures	C-2	Change	Course number and description change (formerly SSM 461)	Michael Pass	10/22/04	10/22/04	10/22/04
137	MGMT	465		Developing Management Skills	C-2	Change	Course number, description, and other prerequisite change (formerly SSM 465)	Michael Pass	10/22/04	10/22/04	10/22/04
138	MGMT	481		Selected Topics in Management	C-2	Change	Course and title change (formerly SSM 481)	Michael Pass	10/22/04	10/22/04	10/22/04
139	MGMT	482		Selected Topics in Management	C-2	Change	Course and title change (formerly SSM 482)	Michael Pass	10/22/04	10/22/04	10/22/04
140	MGMT	483		Selected Topics in Management	C-2	Change	Course and title change (formerly SSM 483)	Michael Pass	10/22/04	10/22/04	10/22/04

Course Proposal Forms Associated with the P-form for the
BS in Business Administration

Curric. & Sched. No.	Course Prefix	Course Number	New Course #	Course/Program Title	Form(s)	Type Action	Curriculum & Scheduling Comments	Proposal Originator	Rec'd by Curr. & Sched.	C&S Sent to Senate	AS Sent to UCC
141	MGMT	484		Selected Topics in Management	C-2	Change	Course and title change (formerly SSM 484)	Michael Pass	10/22/04	10/22/04	10/22/04
142	MGMT	485		Selected Topics in Management	C-2	Change	Course and title change (formerly SSM 498)	Michael Pass	10/22/04	10/22/04	10/22/04
143	MGMT	498		Independent Study in Management	C-2	Change	Course and title change (formerly SSM 485)	Michael Pass	10/22/04	10/22/04	10/22/04
144	MKTG	305		Principles of Marketing	C	New		Michael Pass	10/22/04	10/22/04	10/22/04
145	MKTG	315		Services Marketing	C-2	Change	Number, description change; added prerequisite and other prerequisite change (formerly SSM 305).	Michael Pass	10/22/04	10/22/04	10/22/04
146	MKTG	433		Marketing Communication	C-2	Change	Number and description change; other prerequisite change (formerly SSM 333)	Michael Pass	10/22/04	10/22/04	10/22/04
147	MKTG	442		Customer Analysis	C-2	Change	Course number and description change (formerly SSM 442)	Michael Pass	10/22/04	10/22/04	10/22/04
148	MKTG	446		Sales Management			Course number and description change (formerly SSM 446)	Michael Pass	10/22/04	10/22/04	10/22/04
149	MKTG	448		Global and Cross-Cultural Marketing	C-2	Change	Course number, description change, other prerequisite change (formerly SSM 449)	Michael Pass	10/22/04	10/22/04	10/22/04
150	MKTG	449		Database Marketing	C-2	Change	Course number, description change, other prerequisite change (formerly SSM 448)	Michael Pass	10/22/04	10/22/04	10/22/04
151	MKTG	481		Selected Topics in Marketing	C-2	Change	Number and title change (formerly SSM 481)	Michael Pass	10/22/04	10/22/04	10/22/04
152	MKTG	482		Selected Topics in Marketing	C-2	Change	Number and title change (formerly SSM 482)	Michael Pass	10/22/04	10/22/04	10/22/04
153	MKTG	483		Selected Topics in Marketing	C-2	Change	Number and title change (formerly SSM 483)	Michael Pass	10/22/04	10/22/04	10/22/04
154	MKTG	484		Selected Topics in Marketing	C-2	Change	Number and title change (formerly SSM 484)	Michael Pass	10/22/04	10/22/04	10/22/04
155	MKTG	485		Selected Topics in Marketing	C-2	Change	Number and title change (formerly SSM 485)	Michael Pass	10/22/04	10/22/04	10/22/04
156	MKTG	498		Independent Study in Marketing	C-2	Change	Number and title change (formerly SSM 498)	Michael Pass	10/22/04	10/22/04	10/22/04
240	SSM	353		Security Management Issues	D	Deletion		Michael Pass	10/22/04	10/22/04	10/22/04

Resolution to Support Hispanic-Service Institution Status for CSUSM

WHEREAS, the Mission statement of Cal State San Marcos declares “CSUSM provides a range of services that responds to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education;” and

WHEREAS, the Vision statement of Cal State San Marcos affirms “All members of the campus will work to provide an environment that supports the work of students and faculty. CSUSM will celebrate and capitalize on its diversity to form a learning community committed to this shared vision;” and

WHEREAS, among the core Values of Cal State San Marcos are “Inclusiveness: individual and cultural diversity, and multiple perspectives;” and

WHEREAS, the current strategic plan of Cal State San Marcos cites “the goal of attaining HSI (Hispanic-Serving Institution) status” (Goal 4.2); and

WHEREAS, at the recommendation of the Cal State San Marcos Hispanic Advisory Council and the African-American Advisory Council, and in consultation with the Transition Team and Cabinet, President Haynes appointed an HSI Communication Task Force to investigate and communicate to the campus community and the external community the benefits of HSI status and to make recommendations on strategies that will reach and maintain full HSI status; and

WHEREAS, an HSI is defined by federal agencies as an accredited U.S. college or university with at least 25% Hispanic full-time student enrollment; and

WHEREAS, as of Fall 2004 Cal State San Marcos has a total enrolled student population that is 53% White, 20% Latino, 11% Asian, 3% African American, and 3% American Indian. Moreover, Latinos comprised 22% of the Fall 2004 CSUSM undergraduates; and

WHEREAS, HSIs are eligible to apply for federal grants that support educational projects, such as science, information technology, healthcare, community development, and academic preparation programs *for all students*. In addition, students are eligible to apply for scholarships, internships, and academic advancement programs. Moreover, faculty and staff are eligible to apply for grants that support research, teaching/professional development opportunities, and student support programs; and

WHEREAS, the California State University system has demonstrated initiative and leadership toward achieving HSI eligibility across various campuses. Of the 23 CSU campuses, 10 have achieved HSI status and several of these campuses have successfully obtained federal grants. These resources benefit the entire campus community by enhancing student learning and providing a climate for academic success of all students; therefore, be it

RESOLVED, That the Academic Senate of Cal State San Marcos supports *CSUSM achieving HSI status and urges the HSI Communication Task Force to devise a set of active steps to achieve HSI status by 2010*; and be it further

RESOLVED, That *among these steps should be* broadening recruitment and retention activities, strengthening partnerships with high schools, increasing outreach and visibility in under-served communities, and promoting a learning environment that is responsive to students of diverse backgrounds.

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ACADEMIC SENATE

ELECTION RULES AND GUIDELINES

Rules For Elections Of

Academic Senate

Senate Officers

Academic Senate Standing Committees

Statewide Academic Senate

1. The Nominations, Elections, Appointments, and Constitution Committee (NEAC) shall provide a Preference Form to all full time (tenure line and temporary) faculty. The Preference form shall include a listing of the continuing Senators and continuing Academic Senate Standing Committee members, as well as a listing of all vacant seats on the Academic Senate and Academic Senate Standing Committees. The Preference Form shall solicit self-nomination by interested faculty for all vacant seats on the Academic Senate and Academic Senate Standing Committees. Faculty are not expected to provide university-level service to the Academic Senate during their first year as a tenure-line faculty member.
2. NEAC shall use the responses to prepare a ballot that includes at least two candidates for each vacant seat assuming there are enough eligible and willing faculty to achieve this.
3. A sample ballot shall be provided at least two weeks before the date of election with a deadline clearly stated for all nomination petitions and requests for deletions (to be submitted in writing).
4. If, after NEAC has circulated the sample ballot, faculty wish to nominate themselves for vacant positions, such nominations must be submitted to NEAC. For persons wishing to change their candidacy from either at-large or College/Library representative, the request for such a change must also be submitted to NEAC.
5. If the request for a name deletion or a move between College/Library and at-large representative creates a vacancy on the ballot for that position, the eligible faculty represented by that position shall be notified through e-mail of the vacancy.
6. The elections for the Academic Senate, Senate Officers, Academic Senate Standing Committees, and Statewide Academic Senate shall be by submission of ballots to NEAC. The date of election shall be the date ballots are due.
7. Eligible faculty, in compliance with Article 3 of the Constitution and Bylaws of the University Faculty and the Academic Senate, shall be permitted to vote for one candidate for each vacant position. Election will be by plurality of votes cast. In the event that there is a tie among more candidates than there are seats available, NEAC shall select a winner by lot.
8. Election results for Academic Senate elections shall be reported. Vote totals shall be available at the Academic Senate Office.

9. Any eligible voter has ten (10) instructional days after NEAC certifies the results of an election to challenge the result. Challenges must be submitted in writing to the chair of NEAC and must specify the nature of the challenge. If no challenge is received within the allotted time, all ballots and related materials shall be destroyed. If a challenge is received, ballots and related materials shall be retained until the issue is resolved.
10. Any Faculty Senator, Statewide Academic Senator or Faculty Senate Standing, Special, or Ad Hoc committee member may be subjected to recall by a petition to the Executive Committee of the Senate. The recall may be initiated by any eligible faculty member. The initiator of the recall must write a petition explaining the reason(s) for the proposed recall, obtain signatures of at least 20% of the eligible faculty from the unit that elected the person, and then present the petition to the Executive Committee. Upon receipt of such a petition and verification of the signatures on it, the Executive Committee shall direct NEAC to conduct a recall election. Recalls become effective when they have received a favorable vote of at least two-thirds of the eligible faculty who voted, provided greater than one-half of the eligible faculty voted in the recall. The vacancy thus created shall be filled under the election procedure set forth in these rules within thirty calendar days of the removal.

GUIDELINES FOR ACADEMIC SENATE ELECTIONS

1. Election and balloting for Senate seats shall be by College/Library and Student Services Professionals - Academic Related (SSPs-AR).
2. The number of Senators from each College/Library/SSP-AR shall be determined by NEAC each spring, prior to spring elections, in compliance with Article 5.1.1 of the Constitution and Bylaws of the University Faculty and the Academic Senate.
3. In response to the Preference Forms submitted, NEAC shall conduct an election in accordance with these Rules.
4. The Senate shall be representative of the full-time faculty in compliance with Article 5.1.1 of the Constitution and Bylaws of the University Faculty and the Academic Senate.
5. Eligible faculty shall be permitted to vote for as many candidates as there are vacant seats allocated to the College/Library or SSPs-AR (e.g., if a College/Library/SSP-AR may elect six representatives, the ballot will read "Vote for up to six persons").
6. The final Senate meeting shall be a joint meeting of the extant Senators and the newly elected Senators. The terms of the extant Academic Senate and Executive Committee shall end on the last day of the Spring semester. Any business that must be addressed before the academic year ends will be conducted by the extant Academic Senate and Executive Committee.
7. When vacancies arise on the Senate due to a faculty member being on leave or due to a faculty member's resignation, NEAC shall issue a call for a volunteer replacement to serve for the remainder of the term.

8. Subsequent to the Spring election, NEAC will interpret those seats that remain unfilled as “Vacant.” Vacant seats shall be filled by implementing the previous rule.

GUIDELINES FOR ELECTION OF SENATE OFFICERS

1. NEAC will distribute a Call for Senate Officers to full time (tenure line and temporary) faculty by the end of the second week of March. The Call will include a list of current Senators. The Call will request that nominations for secretary and chair-elect of the Senate be sent to the Senate Office by the end of the third week of March. The Call will request that faculty obtain permission of nominees prior to submitting their names. Nominees for officers of the Senate shall be voting members of the Senate.
2. A sample ballot will be provided, and faculty will have one week to review and respond (end of the fourth week of March). Faculty may make additional nominations or may request that their name be removed from the ballot.
3. The Official Ballot for the Election of Senate Officers will be provided to the current Senate members the first week of April, and will be due in the Senate office the beginning of the third week of April. Senators will have one week to vote.
4. Senate Officers will be announced at the second to last Senate meeting of the Spring semester.
5. In the event that the chair-elect cannot assume the position of chair, an election for chair will be held.

GUIDELINES FOR ELECTION OF STANDING COMMITTEES

1. Standing Committee membership is of two types: College/Library representatives and at-large representatives. The members of the various committees serve staggered two-year terms.
2. Election and balloting for College/Library representation shall be by College/Library, or, in the case of the General Education Committee (GEC) and the Promotion and Tenure Committee (PTC), by area; and for at-large representation, by the eligible faculty.
3. The Preference Form shall ask faculty to indicate which committees they would choose to serve on and whether they would choose to represent their College/Library or the faculty at-large. Additionally, faculty will be asked to indicate whether they would be willing to serve on more than one committee and to rank their preferences (i.e., #1, #2 with #1 being the most preferred).
4. Elections for Promotion and Tenure Committee member positions must be contested (at least two candidates per seat). If there are fewer than two candidates per seat in the Spring Election, NEAC will put out a call for nominees within the first two weeks of the subsequent semester (fall semester). NEAC will conduct an election once a minimum of

two candidates per open Promotion and Tenure Committee seat is secured. This special election does not require a sample ballot.

5. A person may be elected to serve on more than one committee.
6. After election results have been announced, each current committee chair shall convene a meeting of current committee members and new committee members to (a) review the year-end committee report and (b) elect a committee chair for the next academic year. Each current committee chair shall notify the Academic Senate Office of their committee's newly elected chair. The newly elected chairs (with the exception of the Promotion and Tenure Committee [PTC]) and the newly elected Academic Senate Officers will constitute the Executive Committee for the following academic year.
7. No person shall be elected chair of more than one standing committee.
8. The terms of the standing committee members rotating off the committees shall end on the last day of the Spring semester. Any business that must be addressed before the academic year ends will be conducted by the extant standing committees.
9. When vacancies arise on Standing Committees due to a faculty member being on leave or due to a faculty member's resignation, NEAC shall issue a call for a volunteer replacement to serve for the remainder of the term. Promotion and Tenure Committee vacancies may not be filled through NEAC recommendation. These may only be filled by an election, in accordance with item 4 of the Guidelines for Election of Standing Committees.
10. Subsequent to the Spring election, NEAC will interpret those seats that remain unfilled as "Vacant". Vacant seats shall be filled by implementing the previous rule, with the exception of Promotion and Tenure Committee vacancies. These may only be filled by an election, in accordance with item 4 of the Guidelines for Election of Standing Committees.

GUIDELINES FOR ELECTION OF STATEWIDE ACADEMIC SENATE REPRESENTATIVES

1. Election and balloting for statewide academic senators shall be by all eligible faculty.
2. CSUSM has two statewide academic senators (number determined by the statewide academic senate) who serve staggered three-year terms. When appropriate, NEAC shall put out a call for candidates to fill the position of the senator whose term is expiring.
3. NEAC shall nominate all eligible faculty who indicate a desire to run. Senators whose terms have expired are eligible to run again.
4. The statewide academic senator shall be elected by March 1 of each election year.

POST TENURE PERIODIC EVALUATION

Periodic Evaluation of Tenured Unit 3 Faculty Employees

PROCEDURE

Implementation Date: 05/01/00

Revised:

I. Introduction

The purpose of Post Tenure Periodic Evaluation (PTPE) is to provide periodic feedback to faculty members¹ on their effectiveness in all areas considered for retention, tenure, and promotion in order to maintain and improve faculty performance. PTPE should be seen as an important part of a faculty member's professional growth, which provides faculty members with a regular opportunity to assess and revise their professional development plans and goals.

II. Required Review Intervals

- A. Faculty unit employees not being considered for promotion are subject to review every five years following the awarding of tenure.
- B. Faculty on sabbatical or leave of absence during the scheduled year of review shall undergo PTPE upon return to campus.
- C. Faculty who are participating in the Faculty Early Retirement Program (FERP) shall maintain their five-year review cycle.

III. Procedure and Timeline

- A. A peer review committee (PRC) of the department or equivalent unit and the Dean/Director of the College/Library/unit shall conduct the PTPE.
- B. PTPE Report -- Faculty undergoing a fifth-year PTPE shall submit a PTPE report. The PTPE report shall address the faculty member's work in all areas considered for retention, tenure, and promotion for the years under review. For faculty with teaching responsibilities, the PTPE report will cover the areas of Teaching, Research/Creative Activity, and Service. For librarians, the PTPE report will cover the areas of Professional Performance, Research/Creative Activity, and Service. For SSP-ARs, the PTPE report will cover the areas of Professional Performance, Professional Development, and Service.
 - 1. In recognition that PTPE may serve different functions at various points in a faculty member's career, the PTPE report may take one of three possible forms. The faculty member under review shall determine the form best suited for the particular PTPE review. The forms are as follow:
 - a. A complete curriculum vitae (in the format recommended for the WPAF²) and up to a three-page narrative highlighting the faculty

¹ The term "faculty member" refers to instructional faculty, librarians, and SSP-ARs.

² Please refer to the RTP Handbook produced by the Faculty Center.

member's accomplishments since the last review. The complete CV shall contain sections on Teaching (for teaching faculty) or Professional Performance/Professional Development (for non-teaching faculty), Research/ Creative Activity (if appropriate), and Service.

- b. Five annual reports and up to a three-page narrative highlighting the faculty member's accomplishments since the last review. Each annual report shall contain sections on Teaching (for teaching faculty) or Professional Performance/Professional Development (for non-teaching faculty), Research/ Creative Activity (if appropriate), and Service.
- c. A five to seven page narrative highlighting the faculty member's accomplishments in Teaching (for teaching faculty) or Professional Performance/Professional Development (for non-teaching faculty), Research/ Creative Activity (if appropriate), and Service.

- 2. All teaching faculty shall include consideration of student evaluations of teaching as partial evidence of teaching effectiveness. This consideration may take various forms; for example, a description of student evaluations may be included in the narrative, or a page from the summary statistics provided with the student evaluations of instruction obtained for each of the chosen classes, or a single table summarizing item statistics for all courses to be highlighted in the review may be included with the PTPE.
- 3. Any reviewer may request of the candidate additional information on their PTPE report.
- 4. Upon the request of the PRC and/or the Dean/Director, faculty shall be prepared to provide evidence of accomplishments listed in the annual reports.

C. The faculty member shall submit a copy of the PTPE report to the office of the Dean/Director of the College/Library/unit.

D. The PTPE is reviewed by the unit's duly elected Peer Review Committee (PRC)³ who will write a PRC report.

- 1. In the event that a PRC member is undergoing review, the unit may elect a replacement committee member for that individual's Post Tenure Periodic Evaluation.
- 2. If any faculty members undergoing PTPE review are Full Professors, a PRC of peers (i.e., Full Professors) shall be elected if the unit's PRC is not composed of such.

³ Please refer to the appropriate college/library/SSP-AR document for PRC election instructions.

- 88 E. The Dean/Director-will review the PTPE and the PRC report, and write a summary
89 report.
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- 91 F. The faculty member shall be provided a copy of the PRC and Dean/Director reports.
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- 93 G. The PRC chair and the Dean shall meet with the faculty member, upon completion of
94 his or her evaluation to discuss strengths and weaknesses. If necessary, a plan for
95 improvement will be developed that shall include periodic status reports.
96
- 97 H. The faculty member may submit a written response to the PTPE assessment.
98
- 99 I. A copy of the PRC's report, the Dean's/Director's summary report, the improvement
100 plan (if any), and the faculty member's response (if any) shall be placed in the faculty
101 member's Personnel Action File.
102
- 103 J. Academic units may develop guidelines for the appropriate level of performance in
104 each of the areas covered by the PTPE report.
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- 106 K. PTPE Calendar
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| 108 March 1: | Fifth-year PTPE reports due |
| 109 April 1 | PRC report due to faculty member |
| 110 May 1 | Dean's/Director's summary due |
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