Committee	Seat (#)	Term	Recommendation(s)
Student Union Task Force	At large	07/08	Ahmad Hadaegh

Curriculum for Consent Calendar
February 6, 2008

Curric. & Sched. No.	Course Prefix	Course Number	New Course #	Course/Program Title	Form	Type Action	Proposal Originator	Rec'd by Curr.& Sched.	C&S Sent to Senate	AS Sent to UCC	UCC Action	Action Date
1	BIOL	104		Principles of Biology: Human Emphasis	C	New	Denise Garcia	11/9/07	11/30/07	11/30/07	Approved	1/28/08

UCC Consent Calendar
February 6, 2008

BIOCHEMISTRY

Program changes:

1. Change to upper-division Science Electives & Major Requirements for B.S. in Biochemistry.

CHEMISTRY

Program changes:

1. Change to Special Conditions for B.S. in Chemistry.

2. Change to Preparation for the Science Education Option.

3. Change to Electives for the Minor in Chemistry.

Changes to courses:

CHEM 100   Prerequisite change
CHEM 100L   Prerequisite change
CHEM 150   Prerequisite change
CHEM 201   Prerequisite change
CHEM 352   Description change
CHEM 404   Description change

FIRST YEAR PROGRAMS

Changes to courses:

GEL 101   Restriction change
GEL 120   Restriction change

GLOBAL STUDIES

Program changes:

1. Move courses from the Global Culture area to appropriate Geographic Area for Minor in Global Studies.

KINESIOLOGY

Program changes:

1. Change to Preparation for the Major & Major Electives for the Physical Education Option

2. Change to Preparation for the Major & Major Electives for the Exercise Science Option

3. Change to Preparation for the Major & Major Electives for the Pre-Physical Therapy Option

Changes to courses:

KINE 200   Grading Mode change

KINE 201   Grading Mode change
KINE 205   Description change
KINE 206   Description change
KINE 300   Description change
KINE 305   Description change
KINE 306   Description change
KINE 326   Description change
KINE 336   Description change
KINE 403   Description change
KINE 426   Description change
KINE 495   Description & Prereq. change

LITERATURE & WRITING STUDIES

Program changes:

1. Deletion of one of the Special Conditions for the B.A. in Literature & Writing Studies

Changes to courses:

LTWR 051   Course deletion
LTWR 300A   Prerequisite change
LTWR 300B   Prerequisite change
LTWR 308A   Prerequisite change
LTWR 308B   Prerequisite change
LTWR 309A   Prerequisite change
LTWR 309B   Prerequisite change
LTWR 431   Prerequisite deletion
LTWR 460   Prerequisite change
LTWR 501   Prerequisite change
LTWR 502   Prerequisite change
LTWR 503   Prerequisite change
LTWR 504   Prerequisite change
LTWR 509   Prerequisite change
LTWR 511   Prerequisite change
LTWR 512   Prerequisite change
LTWR 513   Prerequisite change
LTWR 525   Prerequisite change
LTWR 545   Prerequisite change

MASS MEDIA

Program changes:

1. Change to Transfer Students requirements

Changes to courses:

MASS 306   Title change
MASS 416   Course deletion
MASS 452   Course deletion
MASS 462   Course deletion

MATHEMATICS

Program changes:

2. Changes to Transfer Credits in Mathematics B.S. Program

Changes to courses:

MATH 564   Change to Description & Mode of Instruction

PHYSICS

Program changes:

1. Minor Requirement change

Changes to courses:

PHYS 101   Prerequisite change

POLITICAL SCIENCE

Program changes:

1. Special Conditions change for the B.A. & Minor in Political Science

2. General & Global Concentration course changes

Changes to courses:

PSCI 391	Description change
PSCI 394	Description change
PSCI 405	Title change
PSCI 420	Description change
PSCI 493	Prerequisite change
PSCI 494	Prerequisite change

PSYCHOLOGY

Changes to courses:

PSYC 230	Prerequisite change
PSYC 390	Prerequisite change
PSYC 391	Prerequisite change
PSYC 392	Prerequisite change
PSYC 393	Prerequisite change
PSYC 394	Prerequisite change
PSYC 395	Prerequisite change
PSYC 396	Prerequisite change
PSYC 418	Course Number change
PSYC 490	Prerequisite change

SOCIOLOGY

Program changes:

1. Requirements change for Children, Youth & Families Concentration

Changes to courses:

SOC 306   Course Number change
SOC 324   Course Unit change
SOC 442   Prerequisite change
SOC 467   Remove Consent of Instructor
SOC 471   Course Unit change
SOC 485   Course Unit change
SOC 488   Course Unit change
SOC 699A   Prerequisite change
SOC 699B   Prerequisite change
SOC 699C   Prerequisite change
SOC 699D   Prerequisite change

SPANISH

Changes to courses:

SPAN 695   Unit Value change

VISUAL & PERFORMING ARTS

Changes to courses:

VSAR 303   Mode of Instruction change
VSAR 304   Mode of Instruction change
VSAR 305   Mode of Instruction change
VSAR 306   Mode of Instruction change
VSAR 309   Mode of Instruction change

WOMEN'S STUDIES

Program changes:

1. Change to Major Requirements course selection for the B.A. in Women's Studies

2. Change to Course Selection for the Minor in Women's Studies

COLLEGE OF EDUCATION

Program changes:

1. Change to Concurrent Preliminary Level I Education Specialist Mild/Moderate &/or Moderate/Severe Disabilities Program with the Multiple-Subject/English Learner

2. Change to General Option in Education

3. Change to Option in Education Administration – Prerequisite Courses

4. Change to M.A. in Education, Option in Special Education: Option #1

5. Change to M.A. in Education, Option in Special Education: Option #2

Changes to courses:

EDAD 642A   Course deletion
EDAD 642B   Course deletion

EDAD 660	Course deletion
EDAD 662	Course deletion
EDAD 668	Course deletion
EDAD 670	Course deletion
EDAD 672	Course deletion
EDAD 680	Course deletion
EDAD 682	Course deletion
EDMS 511	Description change
EDMS 511B	Description & Prereq. change
EDMS 512	Description change
EDMS 512B	Description & Prereq. change
EDMS 521	Prerequisite change
EDMS 521B	Prerequisite change
EDMS 522B	Prerequisite change
EDMS 543B	Prerequisite change
EDMS 544B	Prerequisite change
EDMS 545B	Prerequisite change
EDMS 555	Description change
EDMS 571	Title change & Prereq. change
EDMS 572	Title change & Prereq. change
EDMS 573	Title change & Prereq. change
EDMS 575B	Description & Prereq. change
EDMI 555	Description change
EDMI 571	Title change
EDMI 572	Title change
EDSS 571	Title change & Prereq. change
EDSS 572	Title change & Prereq. change
EDSS 573	Title change & Prereq. change
EDMX 526	Course deletion
EDMX 540	Course deletion
EDMX 571	Title change & Prereq. change
EDMX 572	Title change & Prereq. change
EDMX 634	Title change
EDMX 664	Course deletion
EDMX 671	Title change
EDMX 672	Title change
EDST 630	Title & Description change
EDUC 350	Description change
EDUC 627	Prerequisite change
EDUC 641	Prerequisite change
EDUC 643	Prerequisite change
EDUC 647	Prerequisite change
EDUC 649	Prerequisite change
EDUC 650	Prerequisite change

Definition	This policy defines a Community Service Learning (CSL) course, and provides a procedure for recognizing existing courses
Authority	President of CSU San Marcos.
Scope	The curriculum of CSU San Marcos.

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2
3
4
5 _____   _____
   Karen S. Haynes, President   Approval Date
6
7
8
9 _____   _____
10 Emily S. Cutrer, Provost & Vice President for Academic Affairs   Approval Date
11

I.   POLICY~~DEFINITION~~

        Community Service Learning (CSL~~LS~~) is a structured learning experience within an
        academic course. The service work is directed toward the achievement of course learning
        objectives and also toward making meaningful contributions to the areas of need identified
        by the community being served.

        The service activity is used to clarify, illustrate, challenge, or stimulate additional thought
        about the topics covered in the classroom. Structured ~~W~~written and/or oral reflection ties the
        service experiences to the academic content of the course and also provides students with the
        opportunity to develop or strengthen their awareness of the relationship between the course
        material and societal needs, a service ethic, and their role as citizens.

        The community service could take on a variety of forms. Examples include the following:

        - Direct service to people in need
        - Policy analysis
        - Community outreach and education
        - Program assessment and improvement of community resources~~,~~
        - Organization for action on social, health, safety, or environmental issues~~.~~

        The service activity should correspond with and must be appropriate to the student's level of
        academic preparation. Activities should~~must~~ take place only at sites approved by the
        instructor and under contract with the University in accordance with University risk
        management procedures. ~~An "Informed Consent Waiver" must be completed when a non-
        CSUSM-approved site is selected, and should only be considered by the instructor under
        extraordinary and compelling circumstances.~~ Faculty who feel that extraordinary
        circumstances warrant using placements sites other than those on the Office of Community
        Service Learning (OCSL) database must fill out the appropriate paperwork, available through
        the OCSL.

        A Community Service Learning course includes:

        - Explicit learning objectives and explanation in the syllabus of the role of the service
          experience in attaining those objectives;

        - Preparation in class for the service activity to increase the student's understanding of
          the community context that the student will be entering, needs and issues they may
          encounter, standards of conduct expected of them, etc.;

        - Ongoing, structured, critical reflection with regular instructor feedback that ties the
          community experience with the academic course content, thus enhancing both; and

        - Evaluation that is based on the quality of the student's learning~~,~~ - not just the
          completion of certain hours of service~~,~~ - and a grading weight that is proportionate to
          the community service learning component of the course.

        The time allotted to the community service learning portion of the course includes the
        preparation and analysis time and the time for written and oral reflection as well as the actual
        time spent in the community. While, typically, the largest portion of time in community
        service learning would be in the service activity, time allotted for ongoing critical reflection
        should be substantial as well.

The criterion used to determine whether the community service learning makes enough of a contribution to the achievement of course objective for the course to qualify for designation as a Community Service Learning course is that at least 15% of the student's² grades [ds1]will be based on the community service learning portion of the course. It is suggested that the service consist of at least 20 hours of direct, academically--relevant community service.

All courses and/or sections meeting the definition above must be identified as such in the class schedule so that students can enroll in courses knowing in advance of this expectation.

II.   PROCEDURES

   A. If all sections of an existing course will meet the definition given above, then the department chair (or program director, or associate dean) must submit a brief memo to that effect to the Catalog and Curriculum Coordinator in the Curriculum and Scheduling Office so that the course can be so coded at the course level. (Then all sections subsequently created sections will automatically be identified as Community Service Learning section in the class schedule.)

   B. If some, but not all, sections of a course will meet the definition, then department chair, program director or associate dean must identify those sections to OCSL. OCSL will consolidate the requests to have sections identified as Community Service Learning sections and relay this information to the Academic Scheduler in the Curriculum and Scheduling Office so that these sections are properly identified in the class schedule.[I2]

      1. If a Community Service Learning section is identified to the Academic Scheduler in time for the section to appear as such in the class schedule prior to any students registering for the section, then no further action is necessary.
      2. In the event that a faculty member receives a class assignment or reaches the decision to employ Community Service Learning pedagogy after some students have already registered into the section, it may still be identified as a Community Service Learning section, but the instructor must offer students the opportunity to replace participation in the Community Service Learning component with alternative coursework (e.g., additional reading and writing assignments).

<< Section III was removed since it was neither a policy nor a procedure>>

II.   PROCEDURES (Previous version follows)

   If all sections of an existing course will meet the definition given above, then the department chair (or program director, or associate dean) should submit a brief memo to that effect to the Catalog and Curriculum Coordinator in the Office of Academic Programs so that the courses can be so coded at the course level.

   If some sections, but not all sections, of a course will meet the definition, then the department chair (or program director, or associate dean) should identify the community service learning section(s) to the Academic Scheduler in the Office of Academic Programs when the class schedule is under construction.

117 Recommendation: Creating Companions to Existing Courses
118
119 There are situations where it may be desirable to create a community service learning course that would
120   operate in tandem with, and supplement another course (referred to here as the "primary" course)
121   which may or may not itself be a community service learning course. This recommendation
122   suggests how such a companion CSL course might be used to reinforce the academic material
123   and learning objectives in the primary established course. If the primary course did not already
124   have a community service learning component, then the companion CSL course would offer the
125   additional learning strategy of community service learning, and if the primary course did already
126   include community service learning, then the companion course would provide an opportunity to
127   increase the quantity of the community service learning.
128
129 The proposal for a CSL companion course should specify that the primary course is a co-requisite.
130   When both the primary and companion courses are offered, students registering for the primary
131   course would have the option of also registering for the CSL companion course, in which they
132   would participate in community service learning (or in additional community service learning)
133   and the reflection activity associated with the service experience or the additional service
134   experience. For instance, there could be a primary course called XYZ 350 carrying 3 units of
135   credit, and a community service learning companion course called XYZ 350C, carrying an
136   additional unit of credit; students could register for either XYZ 350 alone, or the pair: XYZ 350
137   and XYZ 350C.
138
139 Like other service learning courses, the companion CSL course syllabus would explicitly integrate the
140   role of the service activity in attaining the overall primary course objectives. The course would
141   include preparation for entry into the service; ongoing structured critical reflection with
142   instructor feedback to tie the service experience to the academic course content; and evaluation
143   that is based on the quality of the student's learning and not just the completion of certain hours
144   of service. In the case where there was no community service learning in the primary course,
145   the CSL companion course might include in-class time as well as in-the-community time, in
146   order to include the necessary preparation and reflection. If, however, the established, primary
147   course is also a community service learning course with in-class reflection, it is possible that the
148   companion course might consist primarily of additional service hours with which to deepen the
149   student's experience. It would be important, however, to ensure sufficient student reflection and
150   feedback and enough contact to support the students with their increased community
151   involvement. A one-unit CSL companion course should include 45 hours of direct academically
152   relevant community service.
153

<div align="center">**GEC Resolution Regarding the**
Language Other Than English Requirement</div>

WHEREAS, The current Language Other Than English Requirement (LOTER) does not contain provisions for students demonstrating proficiency via a sufficiently high score on International Baccalaureate (IB) Higher-Level Language examinations or College Level Examination Program (CLEP) examinations; and

WHEREAS, The current LOTER recognizes that students who are required to take the Test of English as a Foreign Language (TOEFL) have already met this requirement, but does not similarly recognize similar exams such as the International English Language Testing System (IELTS); and

WHEREAS, Students who have completed three or more years of full-time study at a high school or university in which the principal language of instruction was not English have achieved intermediate-level language proficiency; and

WHEREAS, CSUSM considers proficiency in American Sign Language to be a means of satisfying the LOTER, but the criteria for gauging this proficiency have not been previously addressed; now, therefore be it

RESOLVED, That the CSUSM 'Foreign Language Requirement', implemented 2/12/1992, be hereby repealed; and be it further

RESOLVED, That the Academic Senate endorse the proposed Policy and Procedures governing the Language Other Than English Requirement; and be it further

RESOLVED, That the new description of this requirement attached to the Policy and Procedure be published in the next General Catalog.

Definition	This policy governs the Language Other Than English Requirement.
Authority	Academic Senate Recommendation
Scope	The curriculum of CSU San Marcos.

Policy:

> Before graduating, every CSUSM undergraduate student must demonstrate proficiency in a language other than English. Proficiency is defined as at least equivalent to successful completion of a CSUSM third-semester (201-level) language course.

41 American Sign Language is accepted as a language that can be used to fulfill this
42 requirement.
43
44 Computer languages may not be used to satisfy this requirement.
45
46 The General Education Committee is charged with modifying the Procedures when
47 appropriate. The General Education Committee shall report such modifications to
48 Academic Senate.

1 **Procedures**:
2
3 I. Effective Fall 2008, the methods by which students will demonstrate having met the
4   Language Other Than English Requirement are as stated below:
5
6   Demonstration methods taking effect in Fall 2008:
7
8   For languages other than American Sign Language, students may demonstrate the
9   required proficiency by
10   o Having completed the equivalent of an intermediate-level course in a language other
11   than English at the college level, with a C grade or better (including study-abroad); or;
12   o Demonstrating intermediate-level language proficiency according to the latest
13   American Council on the Teaching of Foreign Languages (ACTFL) guidelines; or
14   o Successfully challenging the equivalent of an intermediate-level course in a language
15   other than English at the college level; or
16   o Having successfully received a score of 3 or better on an Advanced Placement
17   Foreign Language Examination; or
18   o Having successfully received a score of 4 or better on an International Baccalaureate
19   (IB) Higher-Level Language Examination; or
20   o Having taken a College Level Examination Program (CLEP) Language Examination
21   and received the following minimum score:
22   o French Level II: 47
23   o German Level II: 48
24   o Spanish Level II: 50; or
25   o Having been required to take the TOEFL or other CSUSM-approved English
26   language exam as a condition for admission into the University; or
27   o Having completed at least three years full-time at a high-school or university where
28   the student followed a course of study in which English was not the principal
29   language of instruction.
30
31   Students may demonstrate the required proficiency in American Sign Language by
32   o Having completed the equivalent of an intermediate-level ASL course at the college
33   level, with a C grade or better; or
34   o Demonstrating the above intermediate-level ASL proficiency according to a CSUSM
35   diagnostic; or
36   o Having completed a K-12 mainstream program using ASL interpreters; or
37   o Having completed a K-12 deaf and hard-of-hearing full-time program which uses
38   ASL as a primary means of instruction.

CURRENT CATALOG LANGUAGE:
Language Other Than English Requirement

Before graduating, Cal State San Marcos students must demonstrate proficiency in a language other than English in any one of the following ways:

• having completed the equivalent of an intermediate-level course in a language other than English at the college level, with a C grade or better;

• successfully challenging the equivalent of an intermediate-level courses in a language other than English at the college level;

• having successfully received a score of 3 or better on the Advanced Placement Foreign Language Examination.

• having been required to take the TOEFL as a condition for admission into the University;

• demonstrating Stage 3 proficiency level according to the latest American Council on the Teaching of Foreign Languages (ACTFL) guidelines.

Certain courses used to meet this requirement may be used to partially satisfy three (3) units of the lower-division General Education requirement in the Arts and Humanities area.

CSUSM accepts American Sign Language (ASL) in fulfillment of this requirement, but does not accept computer languages.

Students are encouraged to contact the Language Proficiency Assessor at (760) 750-4197 regarding any questions about the requirement or to arrange for proficiency testing. Some of your questions about testing might also be answered by viewing our web site: *http://www.csusm/iits/CCR/*

A fee is required for proficiency testing. Please see page 31 for fee information.

PROPOSED CATALOG LANGUAGE:
Language Other Than English Requirement

Before graduating, CSUSM undergraduates must demonstrate proficiency in a language other than English in any one of the following ways:

• having completed the equivalent of an intermediate-level course in a language other than English at the college level, with a C grade or better (including study-abroad). Certain courses used to meet this requirement may be used to satisfy the C (Arts and/or Humanities) General Education requirement;

• demonstrating intermediate-level language proficiency according to the latest American Council on the Teaching of Foreign Languages (ACTFL) guidelines.

• successfully challenging the equivalent of an intermediate-level course in a language other than English at the college level;

• having successfully received a score of 3 or better on an Advanced Placement Foreign Language Examination;

• having successfully received a score of 4 or better on an International Baccalaureate (IB) Higher-Level Language Examination;

• having taken a College Level Examination Program (CLEP) Language Examination and received the following minimum score:
  o French Level II: 47
  o German Level II: 48
  o Spanish Level II: 50;

• having been required to take the TOEFL or other CSUSM-approved English language exam as a condition for admission into the University;

• having completed at least three years full-time at a high-school or university where English was not the principal language of instruction;

CSUSM accepts American Sign Language (ASL) in fulfillment of this requirement. Proficiency in ASL may be demonstrated by the following:
• having completed the equivalent of an intermediate-level ASL course at the college level, with a C grade or better;
• demonstrating the above intermediate-level ASL proficiency according to a CSUSM diagnostic;
• having completed a K-12 mainstream program using ASL interpreters;
• having completed a K-12 deaf and hard-of-hearing full-time program.

CSUSM does not accept computer languages.

As part of their major, some students may be required to demonstrate a level of language proficiency that is higher than the graduation requirement. By meeting that major requirement, those students also meet the graduation requirement. Students should contact their major advisor for how to meet a major's specific language requirement.

Students are encouraged to refer to the Language Learning Center website with questions about the requirement or to arrange for proficiency testing: h*ttp://www.csusm.edu/llc*

A fee is required for proficiency testing. Please see page 31 for fee information.

Excerpt from the Sabbatical Leave Policy

III. ELIGIBILITY

A full-time -faculty unit employee shall be eligible for sabbatical leave if

1. S/he has served full-time for six (6) years at CSU, San Marcos in the preceding seven (7) year period prior to the leave; and

2. S/he has served full-time at least six (6) years after any previous sabbatical leave or difference in pay leave[1].

    Note:
    A. Credit granted towards completion of the probationary period for service elsewhere shall also apply towards fulfilling the eligibility requirements for sabbatical.

    B. A leave of absence without pay or service on an academic administrative appointment excluded from the bargaining unit shall not constitute a break in service for eligibility requirements.

    C. For tenure track faculty, final approval of a sabbatical leave is contingent upon having earned tenure.

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[1]Difference in Pay Leaves. Academic employees who have completed at least six consecutive academic years of service may be granted a leave of absence for one or more semesters not exceeding one year, with compensation equal to the difference in salary between that received by the person on leave and minimum salary of the instructor rank.