

Curriculum for Consent Calendar  
May 6, 2009

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Rec'd AP	To UCC/ Senate	UCC Action/ Appr.
BIOL	503	403	Genomics and Proteomics	C-2	Matthew Escobar	3/4/09	3/9/09	4/27/09
BIOL	503L	403L	Genomics & Proteomics Lab	C-2	Matthew Escobar	3/4/09	3/9/09	4/27/09
CHEM	491		Topics in Biochemistry	C-2	Jackie Trischman	2/19/09	3/9/09	4/27/09
CRIM	P-2		B.A. in Criminology and Justice Studies	P-2	Linda Shaw	2/19/09	3/9/09	4/27/09
CS	590		Introduction to Research & Publishing in Computer Sc	C	Rika Yoshii	3/26/09	4/17/09	5/4/09
ECON	328		Economics of Sports	C	Robert Rider	3/4/09	3/9/09	5/4/09
ECON	610		Global Managerial Economics	D	Robert Rider	2/12/09	3/9/09	4/27/09
EDMI	522		Middle Level Literacy II	C-2	Laurie Stowell	4/10/09	4/17/09	5/4/09
EDMI	543		Middle Level Mathematics Education	C-2	Rong-Ji Chen	4/10/09	4/17/09	5/4/09
EDMI	544		Middle Level Social Studies Education	C-2	Janet McDaniel	4/10/09	4/17/09	5/4/09
EDMI	545		Middle Level Science Education	C-2	Moses Ochanji	4/10/09	4/17/09	5/4/09
EDST	641		Designing Online Experiences for Teaching & Learning	C	Katherine Hayden	4/28/09	4/28/09	5/4/09
EDUC	608		Essential Elements of Adult Learning Theory (3 units)	C	Katherine Hayden	4/28/09	4/28/09	5/4/09
EDUC	609		Essential Elements of Adult Learning Theory (2 units)	C	Katherine Hayden	4/28/09	4/28/09	5/4/09
GBM	497		Global Management Experience	C-2	Gary Oddou	3/26/09	4/17/09	5/4/09
KINE	P-2		B.S. in Kinesiology, Option in Physical Therapy	P-2	Kara Witzke	3/9/09	3/9/09	4/27/09
KINE	205	307	Techniques & Analysis of Team Court Sports	C-2	Paul Stuhr	3/23/09	3/26/09	4/27/09
KINE	206	308	Techniques & Analysis of Field Sports	C-2	Paul Stuhr	3/23/09	3/26/09	4/27/09
KINE	208	309	Techniques & Analysis of Track & Field	C-2	Paul Stuhr	3/23/09	3/26/09	4/27/09
KINE	402		Applied Theory of Teaching Team, Individual & Dual Sports	C-2	Kara Witzke	3/23/09	3/26/09	4/27/09

KINE	407		Principles of Health Promotion and Education	C	Kara Witzke	3/23/09	3/26/09	4/27/09
LTWR	P-2		M.A. in Literature & Writing Studies	P-2	Martha Stoddard Holmes	3/23/09	3/26/09	4/27/09
LTWR	211		Introduction to Women's Literature ( <i>crosslisted</i> )	C	Oliver Berghof	2/26/09	3/9/09	5/4/09
MASS	424		Media Genres	C-2	Jonathan Berman	2/26/09	3/9/09	4/27/09
MATH	270		Basic Discrete Mathematics	C-2	Linda Holt	3/2/09	3/9/09	4/27/09
MGMT	420		Personnel Selection & Appraisal	C	Ted Shore	3/26/09	4/17/09	5/4/09
PSCI	493		Senior Seminar in Political Science(supervision setting)	C-2	Cynthia Metoyer	2/12/09	3/9/09	4/27/09
PSCI	494		Senior Seminar in Political Science	C-2	Cynthia Metoyer	2/12/09	3/9/09	4/27/09
SOC	P-2		B.A. in Sociology	P-2	Linda Shaw	2/19/09	3/9/09	4/27/09
SOC	489		Topics in Critical Race Studies	C-2	Linda Shaw	2/26/09	3/9/09	4/27/09
WMST	211		Introduction to Women's Literature ( <i>crosslisted</i> )	C	Sheryl Lutjens	2/26/09	3/9/09	5/4/09
WMST	495		Internship in Women's Studies	C-2	Sheryl Lutjens	2/26/09	3/9/09	4/27/09

**GRADING SYSTEM PROCEDURE****PROCEDURE 2XX-01**

Implementation Date: 00/00/0000

Revised: 00/00/2002

**Rationale (APC 4/29/09)**

**This procedure was updated to conform to EO 1037. The original procedure was taken directly from our catalog pages and needed re-wording to make the language more appropriate as a procedure. All parts taken directly from EO1037 are boxed.**

**Grading System**

Grades are assigned in accordance with the following policies as described below.

***Definitions of Letter Grades***

*A (Excellent):* Performance of the student has been at the highest level, showing sustained excellence in meeting all course objectives and exhibiting an unusual degree of intellectual initiative.

*B (Good):* Performance of the student has been at a high level, showing consistent and effective achievement in meeting course objectives.

*C (Satisfactory):* Performance of the student has been at an adequate level, meeting the basic objectives of the course.

*D (Passing):* Performance of the student has been less than adequate, meeting only the minimum course requirements.

*F (Failing):* Performance of the student has been such that minimum course requirements have not been met.

***Plus/Minus Grading***

The use of plus/minus grading is not required. It is used at the discretion of the individual instructor. The following decimal values of plus/minus grades are used in the calculation of grade point averages:

<i>A</i> = 4.0	<i>C</i> = 2.0
<i>A-</i> = 3.7	<i>C-</i> = 1.7
<i>B+</i> = 3.3	<i>D+</i> = 1.3
<i>B</i> = 3.0	<i>D</i> = 1.0
<i>B-</i> = 2.7	<i>D-</i> = 0.7
<i>C+</i> = 2.3	<i>F</i> = 0

***Nontraditional Grading***

Courses are graded on an *A* through *F* basis, as described above, except those specifically designated as follows:

**GRADING SYSTEM PROCEDURE****PROCEDURE 2XX-01**

Implementation Date: 00/00/0000

Revised: 00/00/2002

*CR/NC (Credit/No Credit):* Credit (*CR*) is awarded for grades equivalent to *C* or better. No credit (*NC*) is awarded for grades equivalent to *C-* or less. Grades of *CR* and *NC* are not included in the calculation of grade point averages.

Courses graded Credit/No Credit, whether taken at this or at another institution, may not be used to satisfy requirements for the major, except for specific courses designated by the discipline (refer to the course section of this catalog). General Education courses may not be taken at Cal State San Marcos with a Credit/No Credit option. A maximum of nine (9) semester units may be taken at CSUSM with a Credit/No Credit option and applied toward an undergraduate degree.

When a student does not complete a course, and does not officially withdraw from it, the following grading symbols may be assigned by the faculty:

<i>I</i>	Incomplete Authorized
<i>RP</i>	Report in Progress
<i>WU</i>	Withdrawal Unauthorized

*I (Incomplete Authorized):* The "I" symbol shall be used only when the faculty member concludes that a clearly identifiable portion of course requirements cannot be met within the academic term for unforeseen reasons. An Incomplete shall not be assigned when it is necessary for the student to attend a major portion of the class when it is next offered. An Incomplete is also prohibited where the normal practice requires extension of course requirements beyond the close of a term, e.g., thesis or project type courses. In such cases, use of the "RP" symbol is required. The conditions for removal of the Incomplete shall be reduced to writing by the instructor and given to the student with a copy placed on file with the appropriate campus officer until the Incomplete is removed or the time limit for removal has passed.

A student may not re-enroll in a course for which he or she has received an "I" until that "I" has been converted to a grade other than "I"; e.g., A-F, IC.

An Incomplete shall be converted to the appropriate grade or symbol within one year following the end of the term during which it was assigned provided, however, an extension of the one-year time limit may be granted by petition for contingencies such as intervening military service and serious health or personal problems. Where campus policy requires assignment of final grades on the basis of numerous demonstrations of competency by the student, it may be appropriate for a faculty member to submit a letter grade to be assigned in the event the Incomplete is not made up within one year. If the Incomplete is not converted to a credit-bearing grade within the prescribed time limit, or any extension thereof, it shall be counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned another grade in accordance with campus policy.

The following statement shall appear in the campus catalog:

An incomplete grade The symbol *I* (Incomplete Authorized) indicates that a portion of required coursework has not been completed and evaluated in the prescribed time period due

## GRADING SYSTEM PROCEDURE

PROCEDURE 2XX-01

Implementation Date: 00/00/0000

Revised: 00/00/2002

to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated.

An Incomplete must normally be made up within one calendar year immediately following the end of the term in which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment (see definition under Definition of Terms section). Failure to complete the assigned work will result in an Incomplete being changed to an *IC* symbol, unless

- the course was taken for Credit/No Credit (in which case the *I* is replaced by an *NC*)<sup>1</sup>, or
- the faculty member assigns a specific letter grade at the time the Incomplete is assigned (in which case that letter grade replaces the *I* in the student's record at the end of the calendar year deadline), or
- the student graduates prior to the end of the calendar year deadline (in which case the *I* grade becomes permanent).<sup>2</sup>

*RP* (Report in Progress): The "RP" symbol shall be used in connection with thesis, project, and similar courses in which assigned work frequently extends beyond a single academic term and may include enrollment in more than one term. The "RP" symbol shall be replaced with the appropriate final grade within one year of its assignment except for master's thesis enrollment, in which case the time limit shall be established by the Dean of Graduate Studies. The president or designee may authorize extension of established time limits.

The following statement shall appear in the campus catalog:

The *RP* (Report in Progress) symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress but that assignment of a final grade must await completion of additional work. Except for graduate degree theses and projects, work is to be completed within one calendar year immediately following the end of the term in which the *RP* was assigned. Failure to complete the coursework within the prescribed time period will result in the *RP* being changed to an *F* (or *NC*, if the class was taken for Credit/No Credit). <sup>3</sup>In graduate thesis and project courses, the *RP* grade will not change to an *F* or *NC* until the student has exceeded the time-to-degree limit of the graduate program.

*WU* (Withdrawal Unauthorized): The symbol "WU" shall be used where a student, who is enrolled on the census date, does not officially withdraw from a course but fails to complete it. Its most

<sup>1</sup> This is our campus policy

<sup>2</sup> This is our campus policy

<sup>3</sup> This is our campus policy

**GRADING SYSTEM PROCEDURE****PROCEDURE 2XX-01**

Implementation Date: 00/00/0000

Revised: 00/00/2002

common use is in those instances where a student has not completed sufficient course assignments or participated in sufficient course activity to make it possible, in the opinion of the instructor, to report satisfactory or unsatisfactory completion of the class by use of the letter grade (A-F). The instructor shall report the last known date of attendance by the student. The symbol "WU" shall be identified as a failing grade in the transcript legend and shall be counted as units attempted but not passed in computing the grade point average. In courses which are graded Credit/No Credit or in cases where the student has elected Credit/No Credit evaluation, use of the symbol "WU" is inappropriate and "NC" shall be used instead.

The following statement shall appear in the campus catalog:

The symbol *WU* (Withdrawal Unauthorized) indicates that an enrolled student did not withdraw from the course and also failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average and progress point computation this symbol is equivalent to an *F*.

The following administrative grading symbols are assigned by the Office of Registration and Records:

<i>AU</i>	Audit
<i>IC</i>	Incomplete Charged
<i>RD</i>	Report Delayed
<i>W</i>	Withdrawal

*AU* (Audit) California State University San Marcos permits enrollment as an auditor. Authority to permit enrollment in this status rests with each campus. When audit status is permitted, students may not change from credit to audit later than the census date for the term for which the student is enrolled in the course for which such grades are to be awarded. The following catalog statement reflects the minimum requirements for enrollment as an auditor:

The *AU* (Audit) symbol is used when a student audits a course. Enrollment as an auditor is subject to the permission of the instructor provided that enrollment in a course as an auditor shall be permitted only after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested no later than the last day to add classes. A student who is enrolled for credit may not change to audit after the last day to add classes. An auditor is not permitted to take examinations in the course; therefore, there is no basis for evaluation or a formal grade.<sup>1</sup>

<sup>1</sup>This is our campus policy

## GRADING SYSTEM PROCEDURE

PROCEDURE 2XX-01

Implementation Date: 00/00/0000

Revised: 00/00/2002

*IC* (Incomplete Charged): The *IC* symbol is used when a student who received an authorized incomplete fails to complete the required coursework within the allowed time limit. The *IC* replaces the *I* and is counted as a failing grade for grade point average and progress point computation. Note that the *IC* is not used if the course was taken for Credit/No or if the faculty member assigns a specific letter grade at the time the Incomplete is assigned (see Incomplete Authorized).<sup>5</sup>

*RD* (Report Delayed): The "RD" symbol may be used where a delay in the reporting of a grade is due to circumstances beyond the control of the student. The symbol may be assigned by the registrar only and, if assigned, shall be replaced by a substantive grading symbol as soon as possible. An "RD" shall not be used in calculating grade point average or progress points. Whenever the symbol is employed, an explanatory note shall be included in the transcript legend. The registrar shall notify both the instructor of record and the department chair within two weeks of the assignment of RD grades.

Although no catalog statement is required, by Executive Order 1037, California State University San Marcos shall include the following statement in the campus catalog:

The *RD* (Report Delayed) symbol is assigned when the instructor has not reported a grade. It is replaced when the instructor assigns the grade. An *RD* is not included in the calculation of grade point averages.

*W* (Withdrawal): The procedures governing course withdrawal are addressed separately in the Term Withdrawal Policy. To avoid confusion, they are not repeated here. The following statement prescribed by EO 1037 shall appear in the campus catalog:

The *W* (Withdrawal) symbol indicates that the student was permitted to withdraw from the class after the add/drop deadline published in the Class Schedule with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points.

~~Before the 2002-2003 academic year, the following grading symbols were in use at Cal State San Marcos:~~

~~—— *SP* —— Satisfactory Progress  
—— *U* —— Unauthorized Incomplete~~

~~These symbols are no longer in use, but will still appear on transcripts indicating coursework completed prior to the start of the fall 2002 semester.~~

~~*SP* (Satisfactory Progress): The *SP* symbol is used in connection with courses whose work extends beyond one academic term. It indicates that work is in progress and that has been evaluated and~~

<sup>5</sup> This is our campus policy

**GRADING SYSTEM PROCEDURE****PROCEDURE 2XX-01**

Implementation Date: 00/00/0000

Revised: 00/00/2002

~~found to be satisfactory to date, but that assignment of a precise grade must await completion of additional work. Except for graduate degree theses and projects, work is to be completed within one calendar year immediately following the end of the term in which it was assigned. Failure to complete the additional work within the prescribed time period will result in the *SP* being changed to an *F* (or *NC*, if the class was taken for Credit/No Credit). In graduate thesis and project courses, the *SP* grade will not change to an *F* or *NC* until the student has exceeded the time-to-degree limit of the graduate program.~~

~~*U* (Unauthorized Incomplete): The symbol *U* indicates that an enrolled student did not officially withdraw from the course and failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities, or both, were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average, this symbol is equivalent to an *F*.~~



1 **BLP Report to the Senate Executive Committee - April 29, 2009**

2  
3 **Voting Members:** Staci Beavers, Patricia Stall, Kathleen Watson (chair), Robert Yamashita, Hua Yi  
4 **Ex-officio Members:** Vicki Golich, Jennifer Jeffries, Wayne Veres, Diana Valdivia (ASI)

5  
6 **California Indian Culture and Sovereignty Center**

7 BLP has reviewed the Proposal for the California Indian Culture and Sovereignty Center (CICSC). The committee  
8 recommends approval of the proposal. The basis for this affirmative recommendation is contained in the following  
9 summary.

10  
11 **The mission** for the CICSC is: The California Indian Culture and Sovereignty Center will foster collaborative research and  
12 community service relationships between the faculty, staff, and students of CSU San Marcos and members of local  
13 Tribal communities, for the purpose of developing and conducting research projects which support the maintenance of  
14 sovereignty and culture within those communities.

15  
16 The proposed Center will focus on: 1) conducting and supporting research and analysis of Tribally identified concerns  
17 and questions, 2) supporting the recruitment and retention of Native American students, faculty, and staff while  
18 creating a sense of community and belonging among the Indian population on and off campus, and 3) preparing  
19 graduates who can serve Indian communities well in support of their multiple and complex needs as a sovereign nation.

20  
21 **The rationale** for the CICSC is rooted in several conditions:

22  
23 San Diego County is home to the largest number of Indian Reservations (18) of any county in the United States. CSUSM  
24 has consistently recognized the importance of cultivating relationships with local Tribal communities. In so doing, we  
25 have made a number of important steps which are being followed, and imitated, by other universities in the area.  
26 These steps include the development of the Tribal Liaison position, the hiring of a California Indian faculty member, the  
27 Tribal Communities Initiatives Task Force, and of the President's Native Advisory Council. The proposed Center  
28 represents a logical next step in this progression.

29  
30 Native Americans have lower educational attainment rates than those from other racial/ethnic backgrounds. When  
31 Native American students do apply and are accepted to four-year institutions, they are disproportionately first-  
32 generation students. First-generation status is a risk factor in and of itself. Research suggests that campus cultural  
33 centers can serve as an important factor in the success of Native American Students.

34  
35 The proposed Center will provide a space for campus representatives and Tribal members to meet and discuss the  
36 needs of Native American graduates in the context of Tribal needs. The Center would amplify the already established  
37 academic program connections between CSUSM and the Tribal communities through programs in CoBA, Nursing, and  
38 OBERT.

39  
40 The CSUSM-Tribal community initiatives to date have laid the groundwork for the next step of formalizing a Center  
41 which will serve as the essential coordinating agency in facilitating and organizing connections between the campus  
42 community and Tribal communities, and will send a message to Tribes regarding CSUSM's commitment to the creation  
43 and maintenance of such ties. Furthermore, it will provide a venue for researching and understanding Native  
44 community concerns vis-à-vis higher education.

45  
46 The establishment of the California Indian Culture and Sovereignty Center will add increased visibility and credibility  
47 when engaging in grant writing efforts. Federal funds are a formidable source of future financial support for the  
48 Center's mission.

49  
50 Palomar Community College has a thriving American Indian Studies program. Students report that they currently choose  
51 to transfer to institutions other than CSUSM. CICSC would serve as an outreach arm to these students and fulfill our  
52 ethical responsibility to local tribal communities to provide a pathway to higher education for native students.

56 **Identified resource needs for Phase 1 and 2:**

57 *Phase 1: Years 1 and 2*

58  
59 During the first phase, the Center will focus on:  
60 • Establishing a steering committee; identifying funding opportunities;  
61 • Developing a long-term strategic plan;  
62 • Enhancing preexisting partnerships among University constituencies and between the University and  
63 Tribal communities, and developing new relationships with Tribal communities

64  
65 Phase 1 staffing: (Pending external funding)

- 66 1. Director (0.5 faculty reassignment + 1 month of summer salary)  
67 2. Support staff (1.0 staff)  
68 3. Steering committee  
69

70 In Fall 2008 CoAS hired a new tenure-track Associate Professor in Sociology who has prior experience with Tribal  
71 Government programs. CoAS has agreed to allocate to the proposed founding Center Director, Dr. Proudfit, two course  
72 releases per semester and a .25 staff position through Spring 2012. Proposed summer salary is not covered by CoAS.  
73 When grant support is found, staff funding could be increased to the proposed full-time (1.0) position and/or to support  
74 the summer salary and additional assigned time for the director after COAS support ends at the end of Spring 2012.

75  
76 *2. Phase 2: Years 3, 4, and 5*

77  
78 Phase 2 goals include:  
79 • Assessment of the Center's work during the first two years;  
80 • Continuing development of funding opportunities;  
81 • Continuing work of gathering input from Tribal constituencies;  
82 • Establishing collaborative links between Tribal constituencies and campus resources;  
83 • Development of programming both on campus and in Tribal communities which is congruent with  
84 the Center's mission statement.

85  
86 Phase 2 staffing will remain at the same levels as those listed for Phase 1.

87  
88 *3. Space Allocation*

89  
90 Ultimately, the CICSC is envisioning an office suite which will provide offices for the Director, Tribal Liaison (currently  
91 housed in Extended Learning), Staff Support, an office for visiting scholars, workspace, and a general meeting space.  
92 The Center was originally slated to have a dedicated space in the new Social Sciences building, but due to budget  
93 constraints the status of this space is in question. They hope to occupy a comparable space in another building should  
94 this facility not be available.

95  
96 BLP notes that many efforts such as this begin in the founding faculty member's office and believes that the ultimate  
97 space request is a long term goal and that the Center can begin its development using existing available space.

98  
99 **BLP recommendation:**

100  
101 Dr. Jocelyn Ahlers and Dr. Joely Proudfit, proposers of CICSC, have collaborated and consulted with internal and  
102 external communities, including our past and present CSUSM tribal liaison, faculty members, the CSUSM Tribal  
103 Communities Task Force, the President's Native Advisory Council, CSUSM Native students, campus administrators and  
104 external community tribal leaders. All endorse the establishment of the Center.

105  
106 Based upon the extensive outreach of the proposers to internal and external communities, the clear connection  
107 between the Center's mission and that of CSUSM, the clearly articulated rationale relative to serving the Tribal  
108 communities, and the availability of existing resources ( faculty release time, partial staff time and faculty office and  
109 equipment), BLP recommends the Center proposal be approved. BLP also notes the long term viability of the Center is  
110 dependent on external fund development, in partnership with Neal Hoss, VP of University Advancement.