

ACADEMIC SENATE MEETING
Wednesday, May 4, 2011
1 – 2:50 p.m. (approx.) ~ Commons 206

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Senators'
listserv.](#)

- I. **Approval of agenda**
- II. **Approval of minutes of 04/20/2011 meeting**
- III. **Chair's report: [Rika Yoshii](#)**
Welcome, newly elected Senators for AY 11/12
EC election of Senate Parliamentarian for AY 11/12
Referrals to Committees
- IV. **President's report: Karen Haynes**
- V. **Provost's report: Emily Cutrer**
- VI. **Consent Calendar** *The following items are presented to the Senate for a single vote of approval without discussion. Any item may be removed for particular consideration by request of a senator prior to vote.*
 - FAC RTP Calendar for AY 2011/12
 - NEAC Recommendations
 - UCC Course & Program Change Proposals
- VII. **Old Business** *The following items are presented to the Senate for a second reading. At the second reading, the item is official senate business. Debate for or against the motion is made during the second reading, and amendments to the motion are considered. A final vote is taken on whether to approve or, in the case of administrative policies and procedures, endorse.*
 - A. BLP/UCC Bachelor of Science in Business Administration / Temecula campus
 - B. APC Graduation Requirements for Second Bachelor's Degree
 - C. APC English Language Admissions Requirement
 - D. Senate Meeting Schedule for AY 2011/12
- VIII. **New Business** *The following items have been moved and seconded, and are presented to the Senate for a first reading. The purpose of the first reading is to discuss the item; no amendments are made to items during the first reading. Comments on first reading items may also be made to the presenters via e-mail or other means. Items become senate motions at the time of the second reading (see Old Business). A motion to move a first reading item to second reading status is permitted, but should be undertaken only after any general discussion has concluded.*
 - A. Resolution Honoring Senator Dick Montanari
 - B. NEAC Election Rules revision (*to take effect immediately, if approved*)
 - C. SAC Faculty Management of Student Course Records policy revision (*pending EC action*)
 - D. GEC Restrictions on Upper Division General Education Courses (*pending EC action*)
 - E. GEC Resolution to Urge the Board of Trustees to Delay Consideration of Waivers to the Existing Title 5 'American Institutions' Requirement
 - F. BLP/UCC CHAD program proposal - Hamill, Soriano

Time certain 2:30 pm
- IX. **Information Item:**
 - A. PAC Women's Studies Program Review
 - B. CLIMB Periodic Review - Gonzalez
- X. **VP-Student Affairs report: Eloise Stiglitz**
- XI. **[ASCSU](#) report: [Brodowsky/Montanari](#)** Unable to attend.
- XII. **[CFA](#) report: [Don Barrett](#)**
- XIII. **[ASI](#) report: Amanda Riley**
- XIV. **Senators' Concerns and Announcements**
- XV. **Standing Committee Year-End Reports**
- XVI. **Gavel Ceremony and Adjournment**

Thank you, Senators!

Newly Elected Senators for AY 2011/12

Brian Lawler	Kimberley Pulvers	Patty Seleski
Chuck De Leone	Kristin Moss	Rika Yoshii
Deborah Kristan	Linda Shaw	Rocio Guillen-Castrillo
Don Barrett	Michael Hughes	Shana Bass
Ian Chan	Michael McDuffie	Shaoyi He
Janet McDaniel	Nicoleta Bateman	Tejinder Neelon
K Brooks Reid	Ofer Meilich	Vassilis Dalakas
Kara Kornher	Pamela Kohlbry	Wenyuh Tsay
Katherine Hajar	Pamela Stricker	

Referrals to Committees

Self-Support related referrals:

- Master planning of new self-support programs (BLP)
- Master planning of taking existing programs to Temecula (BLP)
- Document outlining the steps in starting a new self-support program (BLP – please work with EL) Where to start, whom to contact, what forms to submit, who will review, etc.
- Document outlining the steps in taking existing programs to Temecula (BLP – please work with EL) Where to start, whom to contact, what forms to submit, who will review, etc.
- Document outlining the steps in requesting moving to state support (BLP - please work with the Provost) Where to start, whom to contact, what forms to submit, who will review, etc.
- Update the A-form and/or create new forms for reviewing self-support related requests/proposals (BLP)
- Special review (don't call it Program Review) of self-support programs (Temecula or here) (PAC and SAC) – SAC will review the programs from the student service perspective.
- Investigate the impact of teaching self-support courses on the RTP process and update the University RTP document as needed (FAC)

PTC related referrals to FAC:

- Work on a new policy regarding digital WPAFs, covering security concerns related to printing files, and methods used for cross referencing documents.
- Update the University RTP document to list items that should never be included. One such example is a solicited letter in support of getting tenure/promotion.

Update the University RTP document to define early tenure requirements clearly and also to require the departments/colleges to have their own definitions.

CONSENT CALENDAR

FAC: RTP Calendar for 2011/12 (see page 6)

NEAC: Recommendations

Committee	Seat (#)	Term	Name(s)
Academic Senate (Bade)	CoAS	Fall '11	Jeff Nessler, Kines
Program Assessment Committee	CoAS/Hum&FA	11/12	Zhiwei Xiao, Hist
University Curriculum Committee	CoBA	11-13	Yi Sun
Disability Access & Compliance Committee	At large	Spr '11 - 12/13	Aaron Finkle, Econ
Disability Access & Compliance Committee	At large	Spr '11 - 12/13	Karno Ng, Chem
Faculty Center Advisory Council	CoAS/SS	11/12	Jill Weigt
Faculty Center Advisory Council	CoBA	11/12	Shaoyi He
Institutional Review Board	CoE (need 2)	11-13	Lori Heisler Carol Van Vooren
Institutional Review Board	Kinesiology	11-13	Kara Witzke (sabb lv Spr12 & Fall12)
Office of Service Learning Advisory Board	At large (need 2)	11/12	Sheryl Lutjens, WomStu Sandra Doller, LTWR
Office of Service Learning Advisory Board	At large (need 2)	11-13	Vassilis Dalakas, CoBA
Student Grade Appeals Committee*	At large (need 2)	11-13	Sheryl Lutjens, WomStu Karno Ng, Chem
Student Grade Appeals Committee* (Alt)	At large (need 2)	11-13	Jill Weigt, Soc

*Must be tenured.

UCC: Course & Program Change Proposals

SUBJ	No	Course/Program Title	Form Type	Originator	Rec'd AP	To UCC	UCC Action
ANTH	328	Body and Identity (cross-listed with WMST 328)	C	Bonnie Bade	4/5/11	4/6/11	4/25/11
CS	105	Intro to Computational Thinking	C-2	Rocio Guillen	4/12/11	4/12/11	4/25/11
OM	435	Project Management	C-2	M Oskoorouchi	4/27/11	4/27/11	5/2/11
VSAR	361	New Documentary Film	C	Andrea Liss	4/12/11	4/12/11	4/25/11
WMST	328	Body and Identity (cross-listed with ANTH 328)	C	Bonnie Bade	4/5/11	4/6/11	4/25/11
NURS	P-2	B.S. in Nursing: Generic Program Option	P-2	J Papenhausen	8/2/10	9/10/10	4/25/11
NURS	P-2	B.S. in Nursing: Accelerated Entry Level	P-2	J Papenhausen	8/31/10	9/10/10	4/25/11
NURS	P-2	B.S. in Nursing: RN to BSN Option	P-2	J Papenhausen	8/31/10	9/10/10	4/25/11
NURS	P-2	B.S. in Nursing: RN to MSN Option	P-2	J Papenhausen	8/31/10	9/10/10	4/25/11
NURS	202	Introduction to Pharmacology	C	JA Daugherty	8/2/10	8/10/10	4/25/11
NURS	212A	Pathophysiology & Pharmacology of Nursing I	C-2	JA Daugherty	8/2/10	8/10/10	11/8/10
NURS	230	Nursing Care of the Childrearing Family	C-2	N.C. Romig	8/2/10	8/10/10	11/8/10
NURS	231	Nursing Care of the Childrearing Family Lab	C-2	N.C. Romig	8/2/10	8/10/10	11/8/10
NURS	261	Psychiatric & Mental Health Nursing Lab	C-2	N.C. Romig	8/2/10	8/10/10	11/8/10
NURS	302	Introduction to Pharmacology	C	P Kohlbry	8/31/10	9/10/10	4/25/11
NURS	316A	Pathophysiology and Pharmacology	C-2	P Kohlbry	8/31/10	9/10/10	11/8/10
NURS	316B	Pathophysiology and Pharmacology II	C-2	P Kohlbry	8/31/10	9/10/10	11/8/10
NURS	330	Nursing Care of Women, Childrearing Families & Child	C-2	D Bennett	8/31/10	9/10/10	11/22/10

NURS	331	Practicum: Nursing Care of Women, Families & Child	C-2	D Bennett	8/31/10	9/10/10	11/22/10
NURS	332	Nursing Care of Children	C	P Kohlbry	8/31/10	9/10/10	4/25/11
NURS	333	Nursing Care of Children Laboratory	C	D Bennett	8/31/10	9/10/10	4/25/11
NURS	360	Psychiatric-Mental Health Nursing	C-2	Denise Boren	4/8/11	4/8/11	4/25/11
NURS	361	Psychiatric-Mental Health Nursing Lab	C-2	Denise Boren	4/8/11	4/8/11	4/25/11
NURS	440	Community Health Nursing	C-2	N.C. Romig	8/2/10	8/10/10	11/8/10
NURS	441	Community Health Nursing Lab	C-2	N.C. Romig	8/2/10	8/10/10	11/8/10
NURS	442	Nursing Case Mgmt of Vulnerable Populations	C-2	J Papenhausen	8/2/10	8/10/10	11/22/10
NURS	480	Family Nursing: Theory and Practice	C	J Papenhausen	8/2/10	8/10/10	11/8/10
NURS	490	Transition to Nursing Practice Seminar	C-2	J Papenhausen	8/2/10	8/10/10	11/15/10
NURS	491	Transition to Nursing Practice Internship	C-2	J Papenhausen	8/2/10	9/10/10	4/25/11
NURS	493	Senior Nursing Internship`	C-2	Denise Boren	4/8/11	4/8/11	4/25/11
NURS	495	Externship for Accelerated ELB Students	C-2	J Papenhausen	8/31/10	9/10/10	4/25/11
NURS	P-2	Master of Science in Nursing	P-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	500	Theoretical Bases of Nursing Research	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	502	Adv Health Assessment & Health Promotion	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	503A	Adv Health Assessment & Health Field Study	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	508	Health Care Policy	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	510	Nursing Research Methods	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	512	Biostatistics for Adv Nursing Practice	C	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	514	Epidemiology for Adv Practice Nursing	C	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	520	Adv Concept of Pediatric Nursing Care	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	526	Adv Practice Care of Women in Childbearing	C	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	530	Clinical Nurse Specialist Role & Adv Practice	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	532A	Adv Practice Mgmt Chronically Ill Acute Care	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	532B	Adv Practice Mgmt Chronically Ill Mental Hlth	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	533A	Adv Field Study: Mgmt Chronically Ill Acute	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	533B	Adv Field Study: Chronically Ill with Mental Hlth	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	533C	Adv Field Study: Mgmt Mental Hlth Clients I-NP	C	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	533D	Adv Field Study: Mgmt Fam Life Span I - FNP	C	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	533E	Adv Field Study: Mgmt fFam Life Span I - PHN	C	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	534A	Adv Practice Mgmt of Chron. Ill-Community	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	534B	Adv Practice Mgmt of Chron. Ill-Mental Hlth	C-2	Denise Boren	4/8/11	4/12/11	5/2/11

NURS	535A	Adv Field Study: Mgmt Chronically Ill-Comm.	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	535B	Adv Field Study: Chron. Ill Mental Hlth - Comm.	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	535C	Adv Field Study: Mgmt of Life Span II - NP	C	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	535D	Adv Field Study: Mgmt of Life Span II - FNP	C	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	535E	Adv Field Study: Mgmt of Life Span II - PHN	C	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	536	Chronic Illness Concepts	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	539	Advanced Practice Externship	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	540	Adv Concepts of Adult Health Nursing Care	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	580	Adv Concepts in Psychiatric-Mental Hlth Care	C-2	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	582	Adv Psychiatric Mental Hlth Assess & Disorders	C	Denise Boren	4/8/11	4/12/11	5/2/11
NURS	584	Advanced Psychopharmacology	C	Denise Boren	4/8/11	4/12/11	5/2/11

TIMETABLE FOR PERIODIC EVALUATION AND PERFORMANCE REVIEW 2011/12

	WPAF DUE	PRE-REVIEW FOR COMPLETENESS		Candidate adds requested material no later than	PEER REVIEW COMMITTEE (PRC) REVIEW		Candidate picks up re-commendation no later than	End of rebuttal/response period *	End of PRC response period **	DEAN REVIEW	Candidate picks up re-commendation no later than	End of rebuttal/response period *	End of Dean's response period **	PROMOTION & TENURE (P&T) COMMITTEE REVIEW	Candidate picks up re-commendation no later than	End of rebuttal/response period *	End of P&T Committee response period **	PRESIDENT OR DESIGNEE REVIEW				
REVIEW		Begin	End		Begin	End				Begin	End				Begin	End			Begin	Decision		
Periodic Evaluation (typically 1st, 3rd, and 5th year)	WED JAN 18	THUR JAN 19	WED JAN 25	WED FEB 01	THUR FEB 02	WED FEB 29	TUES MAR 06	FRI MAR 16	WED APR 04	THUR APR 05	MON MAY 02	MON MAY 07	THUR MAY 17	THUR MAY 24	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
		5 Work Days		7 Days	20 Work Days		10 Days		7 Days	20 Work Days		10 Days		7 Days								
2nd Year Retention	MON AUG 29	TUE AUG 30	TUE SEP 06	TUE SEP 13	WED SEP 14	MON OCT 03	FRI OCT 07	MON OCT 17	MON OCT 24	TUE OCT 25	MON NOV 14	FRI NOV 18	FRI DEC 02	FRI DEC 09	N/A	N/A	N/A	N/A	N/A	TUE JAN 17	FEB 27	
		5 Work Days		7 Days	14 Work Days		10 Days		7 Days	14 Work Days		10 Days		7 Days						30 Work Days		
2nd Year Retention w/optional Tenure and/or Promotion Review	Use above timeline for 2nd Year Retention (including the Feb 26 final decision for retention) and continue with the following P&T Committee/President schedule:														WED FEB 01	TUE MAR 13	FRI MAR 16	FRI APR 06	FRI APR 13	MON APR 16	TENURE JUN 01	
																				PROMO JUN 15		
4th Year Retention (3rd or 5th year for faculty off cycle)	TUE SEP 06	WED SEP 07	TUE SEP 13	TUE SEP 20	WED SEP 21	TUE OCT 25	FRI OCT 28	MON NOV 07	MON NOV 14	TUES NOV 15	WED DEC 21	WED JAN 18	MON JAN 30	MON FEB 06	N/A	N/A	N/A	N/A	N/A	TUE FEB 01	JUN 01	
4th Year Retention w/ optional Tenure and/or Promotion Rvw (3rd or 5th year for faculty off cycle)	TUE SEP 06	WED SEP 07	TUE SEP 13	TUE SEP 20	WED SEP 21	TUE OCT 25	FRI OCT 28	MON NOV 07	FRI NOV 14	TUES NOV 15	WED DEC 21	WED JAN 18	MON JAN 30	MON FEB 06	TUE FEB 07	MON MAR 26	THUR MAR 29	TUE APR 10	TUE APR 17	WED APR 18	TENURE JUN 01	
																				PROMO JUN 15		
Tenure and/or Promotion Review	TUE SEP 06	WED SEP 07	TUE SEP 13	TUE SEP 20	WED SEP 21	TUE OCT 25	FRI OCT 28	MON NOV 07	FRI NOV 14	TUES NOV 15	WED DEC 21	WED JAN 18	MON JAN 30	MON FEB 06	TUES FEB 07	MON MAR 26	THUR MAR 29	TUE APR 10	TUE APR 17	WED APR 18	TENURE JUN 01	
		5 Work Days		7 Days	25 Work Days		10 Days		7 Days	25 Work Days		10 Days		7 Days	30 Work Days		10 Days		7 Days	30/40 Work Days		
Post-Tenure Periodic Review	THUR MAR 1						MON APR 2					TUE MAY 1										

Holidays/Breaks:

Labor Day	SEP 05
Veteran's Day	NOV 11
Thanksgiving	NOV 24 - 25
Winter Holiday/Break	DEC 23 - JAN 17
Martin Luther King Jr.	JAN 16
Spring Break	MAR 19 - MAR 24
Cesar Chavez Day	MAR 30

* Candidate may submit a rebuttal/response within 10 days of receipt of the recommendation or by the end date listed on timeline - whichever comes first.

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

Campus Holidays are NOT counted in number of "work" days.

The number of days indicated on the calendar is the minimum number of days required, so the actual number of days may be more than the minimum.

2nd reading – BLP/UCC: Bachelor of Science in Business Administration/Temecula campus

**** No comments, no changes since first reading ****

BLP Report: The Budget and Long Range Planning Committee (BLP) has reviewed the P-Form for an additional Option for the Bachelor's of Science in Business Administration. This option will be offered solely at CSUSM's Temecula facility as a self-support program run through Extended Learning. It represents an adaptation of CSUSM's existing BSBA options, as it was not feasible to offer any of the existing options at this separate facility. BLP's review included attention to the enrollment prospects for the proposed program as well as its accompanying resource implications. We thank Professor Kathleen Watson, the proposer and also the COBA representative to BLP, for her collegial attention to our feedback and our queries. Dean Guseman and Associate Dean Eisenbach were also very helpful as we prepared this report. BLP submits the following to the Academic Senate to assist senators in their consideration of the proposal.

Program Demand: The P-form does not address enrollment projections, but a viable self-support program at Temecula would require a minimum cohort size of 22 students. It is not clear whether the program would be delivered in its early years in the event that enrollment falls just short of that minimum.

It is believed that a CSUSM program offered at Temecula will be cost-competitive with comparable programs in the region. Data provided by COBA provide a preliminary estimate of students' anticipated costs for this self-support program: 64 Units (upper-division coursework) @ \$425/unit + \$157/semester fee for Temecula site= \$28,142 for 2 years of upper-division coursework. The program's most likely competitor is believed to be the University of the Redlands; the projected cost of that BSBA is \$38,085.

For purposes of comparison: projected CSUSM tuition/fees for two years of upper-division coursework at the main campus are \$11,558/year tuition and fees x 2 years = \$23,116 (based on numbers available at CSUSM's website, factoring in next year's projected fee increases).

Resource Implications:

Curricular & Faculty Resources: All of the courses in this curriculum are already offered at CSUSM. No new faculty lines will be required to launch and deliver this option. All current COBA faculty members are potentially eligible to participate in delivering this program at the off-site location. Tenure-track faculty members may be offered the opportunity to teach a course in this option either as an "overload" course to earn extra compensation or as part of their normal Academic Year teaching load. According to the draft "MOU" developed between COBA and Extended Learning, the anticipated faculty compensation for this program is \$3250 per unit of instruction. COBA does not anticipate difficulties in soliciting sufficient participation by tenure-track or lecturer faculty to deliver this option; however, careful attention will need to be paid to how delivering this option may affect the availability of sufficient faculty resources to maintain existing programs at CSUSM's main campus.

IITS/Library Resources: As a self-support program, this new option is expected *not* to place demands on "stateside" IITS or Library resources; instead, all relevant IITS and Library costs must be built into course fees for students at the Temecula site. While IITS has an "MOU" with Extended Learning to cover its support operations, careful ongoing attention must be paid to Library resources both to ensure adequate access to students at the Temecula site and to ensure that costs are not shifted to "stateside" budgets. One concern expressed in the Library's report was that "offsite access" for "core print business reference sources that do not circulate" will need to be addressed; if additional resources must be purchased, such expenses will need to be factored into the fee structure, certainly increasing the program's cost. Additionally, with increasing attention to the Library's inflationary subscription costs, it is likely that such costs will also need to be factored into the Temecula fee structure on an annual basis.

Addendum to BLP's report on the Proposed Business Administration Option (Temecula)

Several questions were posed by E.C. members regarding this program proposal, and the replies we received are provided below:

Questions:

1. *How will the Catalog language noting that this option is only available at the Temecula site be enforced? For example, what will stop current BSBA students from attempting to change their options?*

From Regina Eisenbach (Associate Dean, COBA): "This is a David Barsky question. He and I discussed a notation indicating this is a Temecula program – and the courses will only be offered there. Also, since the option is completely different – i.e. different foundation courses – it could take a campus student longer if they choose to switch. Also, there is a cost difference, as you know, between the programs."

From Jennifer Jeffries (AVP for Planning, Accreditation, and Assessment): "Locations of programs can be catalogue content. That info is also handled on the website of the college offering the program. David would consult with CoBA on this issue."

2. Given the "bottom line" cohort size requirement of 22 students, what happens if there is attrition in a cohort that drops the cohort below the "magic number" after it has already launched? (Questions came up both about students who choose to leave the program and students who may fail courses along the way.)

From Jennifer Jeffries (AVP for Planning, Accreditation, and Assessment): "Under the WASC teach-out provision, the university is obligated to provide a pathway for completion for students in the program regardless of self-support status or geographic location of instruction. Should the number of students decline, Extended Learning would reduce EL overhead in order to compensate for attrition. Additionally, since this is a new program startup, EL would front startup costs in order to make the program a "go". An example of this would be that if there were 20 students, EL would provide the additional funds needed to round out to the minimum of 22 students from our program development/reserve fund. If we felt that there wasn't a market for this program, we would be more cautious and not offer to front-load startup costs. However, the interest in the program in Southwest Riverside is such that EL is confident that front loading the start up costs is a viable model for initiating the degree program at CSUSM Temecula. Extended Learning would be in consultation with CoBA in all these decisions."

3. Concerns continue to be raised about how the effectiveness of the program at Temecula will be assessed and how it will be included in Program Reviews. What steps are in place to ensure that this program is encompassed in ongoing COBA assessment and PEP activities?

From Regina Eisenbach (Associate Dean, COBA): "A degree in Temecula will be the same quality as a degree on campus. Thus, whatever assessment we do on campus, such as the CSU wide Business Assessment Test, will be done there. Also, there is a course release built into the cost of the program for a faculty director/coordinator – so that person will have oversight over these issues."

From Jennifer Jeffries (AVP for Planning, Accreditation, and Assessment): "All degree programs, and options contained therein, are subject to the program review process and annual assessment activities regardless of where the program (or its option) is delivered and regardless of whether it is offered via state side or self support." [Note from BLP: A program being offered through both state-support and self-support deliveries does not undergo separate reviews for these distinct deliveries. The BSBA to be offered at Temecula would not be subject to a separate Program Review process.]

UCC Report: UCC has finished its review of the new option of B.S. in Business Administration, proposed as a new option offered through Extended Learning towards students in Temecula. The new option is housed in the College of Business Administration. The purpose of the option is to serve the unique needs of the students in Temecula and yet utilize the current resources the most effective way possible. The option is created by cutting across departments in the colleges so one area is not over-burdened.

The program requires that students take a total of 64 units, including 9 units of GE credits, 26 units of Business Foundation Courses, 20 units of business electives chosen from selected courses in at least 3 options, and 9 unit capstone courses. The Foundation business courses include BUS 302-Foundation of Business Environments (2), BUS 304-Data Analysis (4), FIN 304-Introduction to Corporate Finance (4), MIS 304-Principles of Management Information Systems (4), MKTG 305-Principles of Marketing (4), MGMT 305-Organizational Behavior (4), OM 305-Operations Management (4). The elective courses will be selected based on the coordination among CoBA options. The capstone courses are: BUS 444-Strategic Management in Global Environments (4), BUS 492-Problem Assessment and Critical Thinking (1), and BUS 493- Problem Analysis and Implementation (4).

This is a 64-unit undergraduate bachelor degree that combined a list of existing CoBA foundation courses across department. There is no new course proposed accompanying this application. During the review process, the committee has raised a series of questions/concerns. ***The major concern relates to the program offered through Extended Learning, such as the ensuring of the program quality, the impact on faculty workload, and the impact on future students demand on our main campus. In addition, the committee also expressed concerns on the possible online/hybrid courses.***

The following specific questions have been raised during the discussion. Regina Eisenbach, Associate Dean of CoBA, was invited to UCC to address those questions. Below is a summary of the questions/answers:

PART 1: The following questions considered by the committee as being directly related to curriculum:

1. **Q:** How will the students choose electives?

A: The program is a cohort-based program. Students will not have the freedom to choose electives, per se. The electives are just courses CoBA may offer differently to each cohort, based on student interest and faculty availability.

2. **Q:** How different is the proposed program is from existing programs?

A: In existing programs, all the students take the 4-unit version core course of their own option, but 2-unit versions from other business areas. For example, Marketing students are required to take Mktg 305 (4 unit Principle of Marketing) but other business students (e.g. accounting, finance, MIS, etc.) only take Mktg 302 (the 2 unit counterpart of Mktg 305, Foundations of Marketing). In this new program, students are required to take all the 4 unit version core courses, plus a few electives approved by the college.

3. **Q:** Where do Temecula students take Lower Division courses?

A: Usually, at Mt. San Jacinto College. The college has agreed and expressed great interest in providing the necessary lower division courses.

4. **Q:** Is there possible attraction of the Temecula program to our existing students in San Marcos?

A: Not likely. Most of the existing students have already claimed an option here and cannot find the necessary elective courses in Temecula.

5. **Q:** How long do student need to finish the program?

A: Approximately 6 semesters.

6. **Q:** How would students take electives?

A: Will be a collaborative effort by CoBA faculty. Strictly speaking they are not electives because students won't have choices in a cohort.

7. **Q:** What is the value of the Temecula degree compared to the degree here?

A: Value of the degree should be the same at both campuses.

8. **Q:** Is there any plan to bring the program back to campus?

A: No plan.

9. **Q:** Will EL students have higher expectations since they pay more?

A: They might.

10. **Q:** Nursing students at Temecula have complained about the unavailability of personal advising. Has CoBA thought about it?

A: CoBA has not thought about it yet.

11. **Q:** What is the student capacity here?

A: We are impacted as a major.

PART 2: The following questions are considered by the committee as not being directly related to curriculum. However the committee feels that the questions should be acknowledged to the senate when reviewing the proposal:

1. **Q:** The IITS report has mentioned the cost of online courses. The committee did not find any online courses in the proposal.

A: There is no pure online course. However, some sessions of BUS 304 (Business Statistics) have been taught as hybrid courses. CoBA has not decided whether to offer pure face-to-face lecture or a hybrid statistics course.

2. **Q:** What is the Assessment plan of the Temecula program?

A: Nothing different from what we do here. Students will take exit exams prior to graduation (the BAT exam) as one way to evaluate their learning.

3. **Q:** Who will be teaching the program?

A: Courses will be offered to current CoBA faculty on an overload basis. No plan to hire more adjunct faculty.

4. **Q:** What is the ultimate goal, to help eventually build another CSU at Temecula or purely revenue driven?

A: CoBA has been asked by the administration of our campus to look into the possibility of meeting the demand up there. Communities in Temecula have expressed strong interest to our central administration.

5. **Q:** Are there resources for program assessment and course assessments? Any state subsidy?
A: The assessment resource will come mostly from EL. EL has promised on course support and administrative support. CoBA advisors are currently working on training EL advisors. There is course release built into the cost of the program for a faculty coordinator/director who will be involved with program assessment.
6. **Q:** Will faculty hold office hours at Temecula? **A:** Yes. They will have offices and hold office hours.
7. **Q:** Are the scholarships offered here available to Temecula students? **A:** They should be.
8. **Q:** Student accessibility to the services such as library, writing center, etc.? **A:** Not available.
9. **Q:** What are the RTP implications? Who can ensure junior faculty will not be teaching too many overload courses and affecting their research and service activities? In SoN, faculty are bought out to teach in Temecula. But compensation is lower comparing to teach in the state support program. How is CoBA faculty being compensated?
A: Department chairs should have a conversation with the faculty who teach the programs. CoBA has talked to EL and has been offered a rate that all the CoBA faculty have agreed upon.

For the complete curriculum associated with this proposal, visit the Curriculum Review website. The proposal is in Packet #7.

http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2010-11_curriculum.html#CoBA

Proposed Catalog Language for the Option in Business Administration

Business Administration Option (55 units)

This option is only available to students earning their degree at CSUSM Temecula.

The coursework of this option provides a broad exposure to all the business disciplines with the intention of giving the student a general background in business. Further study in 3 additional disciplines provides greater depth in certain areas, thus preparing students for a variety of career opportunities.

Foundations of Business (26 units)

BUS 302	2
BUS 304	4
FIN 304	4
MIS 304	4
MGMT 305	4
MKTG 305	4
OM 305	4

Business Administration Option Electives 20 units taken from selected courses in at least 3 options

Capstone (4 units)

BUS 444	4
---------	---

Senior Experience (5 units)

BUS 492	1
BUS 493	4

2nd reading – APC: Graduation Requirements for Second Bachelor's Degrees

**** No comments, minor change since first reading ****

Rationale: APC has reviewed the Second Bachelor's Degree Requirements. These requirements last appeared in the 2004-2006 General Catalog (they were removed during a time when we were not accepting candidates for a second bachelor's degree) and with minor modifications date back to the original 1990-1991 General Catalog; no explicit campus policy exists in the Policies and Procedures database. Since the last appearance of these requirements in the catalog, legislation has been passed stating that students with baccalaureate degrees who return to the CSU for a degree in nursing are exempt from all coursework except the coursework that is "unique and exclusively required to earning a nursing degree from that institution." (Education Code 66055.8) The old requirements specifically named what are now first-year proficiency requirements in English and mathematics; APC felt that these requirements could safely be deleted since they would be applied to students who have already earned a baccalaureate.

Definition The policy governs the requirements for bachelor's degrees earned by students who already hold a bachelor's degree.

Authority Title 5 Sections 40403 – 40405, ~~and~~ Education Code Section 66055.8, and EO 1033

Scope Students pursuing a second bachelor's degree.

I. EXECUTIVE SUMMARY

This policy establishes the requirements that a student who already holds a bachelor's degree must satisfy in order to receive a second bachelor's degree.

II. POLICY

In order to receive a second bachelor's degree, students who hold a bachelor's degree from California State University San Marcos or another accredited institution of higher education must:

1. Complete a minimum of thirty (30) units in residence at CSU San Marcos beyond the first bachelor's degree.
2. Complete the major requirements for the second degree. Units from the first degree may be counted, but a minimum of twenty-four (24) upper-division units in residence in the major for the second bachelor's degree must be earned subsequent to earning the first bachelor's degree.
3. Complete all lower-division General Education requirements, including the U.S. History, Constitution and American Ideals requirement, if not already successfully completed as part of the first degree. Exceptions: Students whose first degree is from the California State University or the University of California are not required to take any additional lower-division General Education coursework. Second bachelor's candidates returning for a degree in nursing are exempt from any lower-division General Education requirements, including the U.S. History, Constitution and American Ideals requirement, unless specifically required for the nursing major.
4. Complete all upper-division General Education requirements. Exceptions: Students whose first degree is from CSU San Marcos are not required to take any additional General Education coursework. Second bachelor's candidates returning for a degree in nursing are exempt from any upper-division General Education requirements that are not specifically required for the nursing major.
5. Complete all other CSU San Marcos graduation requirements in effect at the time of catalog selection. Exception: Second bachelor's candidates returning for a degree in nursing are exempt from any other CSU San Marcos requirements that are not specifically required for the nursing major.

Second bachelor's degree candidates are required to achieve a 2.0 grade point average each semester to maintain good academic standing.

2nd reading – APC: English Language Admissions Requirement for Non-native Speakers of English

Comment received	Response
1. Faculty workload concerns: Because of lowered score, international students might demand more time from faculty.	<ul style="list-style-type: none"> We made the score for writing requirement at a minimum of 19 to mitigate that Policy allows majors to have a higher minimum or higher section scores
2. We need more support for international students	<p>Committee believes that it can not address those issues in this policy, but:</p> <ul style="list-style-type: none"> Services are available through ALCI and the Language Learning Center, and Having more international students will add impetus to the need for more support for second language learners.
3. The reason why we cannot attract international students might not be the TOEFL score but something else.	There are many factors limiting our ability to attract international students such as limited majors, lack of AACSB accreditation for CoBA, and lack of ranking. But lowering the score will increase the pool of available applicants and evidence supports an apparent relationship between the minimum TOEFL score and the percentage of international students on CSU campuses
4. Why has a minimum score of 61 been chosen and not anything lower than that? What make score of 61 special?	<ul style="list-style-type: none"> Score of 61 is a CSU system wide minimum (EO 975). This is a common cut-off at universities across the United States
5. International students are not a burden. They enrich our campus. They come here because they want to be here. They come to an English speaking institution because they want to be proficient in English. They are usually not working compared to our students who are working full time and do not have time to invest in their education. These students are motivated.	In addition we note that many international students come to us indirectly through community colleges bypassing our current TOEFL requirement. Many students who never passed any TOEFL requirement are already here and they could have come here directly taking the test.
6. Is the score of 19 for writing high enough for San Marcos with its writing requirements?	<p>According to ETS a writing score of 19 is considered a “fair” level in writing (scores below 17 are “limited” and scores above 23 are “good”).</p> <p>http://www.ets.org/toefl/institutions/scores/interpret/. If we make it higher and keep the 61 composite, we will have to lower the other section minima.</p>

Rationale: For the past decade, CSU San Marcos has engaged in an active campaign to recruit international students. Our efforts are intended to enhance the international character of our campus and classrooms by adding a variety of global perspectives. International students also enhance the revenue of the campus, as all 100 international students generate an additional \$1.6 million.

In a review of current policies and practices, one element stands out as a significant impediment to increasing international student enrollment—our TOEFL requirement.

The CSU system minimum TOEFL score is 61 for undergraduate and 80 for graduate admission. Currently, 16 of our sister CSU campuses use these minima for admission. Only three campuses—San Diego State, San Luis Obispo, and San Marcos—require the same minimum score of 80 for both undergraduate and graduate admission. So San Marcos stands alone in the system as the only non-impacted campus with a TOEFL requirement of 80 for undergraduates.¹

The Office of Admissions and the Office of Global Affairs have concluded that our TOEFL requirement puts us at an unnecessary competitive disadvantage vis-à-vis both other campuses in our own system and other systems, such as

¹ Another acceptable score is the IELTS examination. The system minimum for graduate admission is 6.0, but there is no system minimum for undergraduate admission. CSU San Marcos currently requires 6.0 for both undergraduate and graduate admission.

SUNY and Florida. When recruiting abroad, there is no articulable reason we can give prospective students for our higher TOEFL requirement and we lose those prospects with lower scores to other universities.

Changing our undergraduate TOEFL requirement to 61 and our IELTS requirement to 5.5 will put us on a level playing field with comparable campuses and allow us to significantly increase our international enrollment. Based on the experience of other CSU campuses, this change will not have any measurable effect on our retention or graduation rate of these students.

Plans have been made to provide additional support for these students through workshops and other means to ensure that they perform well in our classes.

Definition *The policy governs the admission of students whose native language is not English.*

Authority *Title V Sections 40752.1 and 41040*

Scope *Undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full-time where English is the principal language of instruction.*

Graduate and post-baccalaureate applicants whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English

I. EXECUTIVE SUMMARY

This policy establishes English proficiency requirements for applicants whose native language is not English.

II. POLICY

A. Undergraduate applicants

All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full-time where English is the principal language of instruction must present a score of 61 or above on the internet-based Test of English as a Foreign Language (TOEFL) with a score no lower than 19 on the Writing section, and no section score below 14.

Alternatively, applicants may present a score of 500 or above on the paper-based TOEFL, a score of 173 or above on the computer-based TOEFL, or an International English Language Testing System (IELTS) score of 5.5 or above.

Individual degree programs may require a higher score.

B. Graduate and post-baccalaureate applicants

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a post-secondary institution where English is the principal language of instruction must receive a minimum score of 80 on the internet-based Test of English as a Foreign Language (TOEFL), a minimum score of 500 on the paper-based TOEFL, a minimum score of 173 on the computer-based TOEFL, or an International English Language Testing System (IELTS) minimum score of 6.0.

Individual degree programs may require a higher score.

Mark-up of 2010-12 catalog statements (including changes required by the 2011 CSU system mandatory catalog copy) showing how these statements will read in the next catalog:

TOEFL-English Language Requirement

All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full-time where English is the principal language of instruction must present a score of 61 or above on the internet-based Test of English as a Foreign Language (TOEFL) with a score no lower than 19 on the Writing section, and no section score below 14. ~~(550 on the paper-based TOEFL).~~ Applicants taking the computer-based TOEFL must present a score of 173 or above, and applicants taking the paper-based TOEFL must present a score of 500 or above. Applicants may also submit International English Language Testing System (IELTS) results. An IELTS score of 6.0 or above is required.

Some CSU campuses and majors may require a higher score. A few campuses may also use alternative methods of assessing English fluency: Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP). Each campus will post the tests it accepts on its website and will notify students after they apply about the tests it accepts and when to submit scores.

CSU minimum TOEFL standards are:

	<u>Internet</u>	<u>Computer</u>	<u>Paper</u>
<u>Undergraduate</u>	<u>61</u>	<u>173</u>	<u>500</u>
<u>Graduate</u>	<u>80</u>	<u>213</u>	<u>550</u>

TOEFL-Graduate and Post-baccalaureate English Language Requirement

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a post-secondary institution where English is the principal language of instruction must present a score of 80 or above on the internet-based Test of English as a Foreign Language (TOEFL) or 550 on the paper-based TOEFL. Applicants taking the computer-based TOEFL must present a score of 213 or above. Applicants may also submit IELTS results. An IELTS score of 6.0 or above is required. Some programs require a higher score; please refer to individual programs for specific requirements.

Several CSU campuses may use alternative methods for assessing fluency in English including Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP). Some CSU campuses may use alternative methods for assessing fluency in English.

DRAFT CSUSM Academic Senate Meeting Schedule 2011/12

Academic Senate

(Unless otherwise noted, meetings are held in COM 206, begin at 1 p.m., and run until approximately 2:50 p.m.)

Fall 2011

August 25	Convocation: 9 - 11 a.m., Location TBD
Date TBD	New Senator Orientation
September 7	Senate Meeting
October 5	Senate Meeting
November 2	Senate Meeting
December 7	Senate Meeting

Spring 2012

January 19	Spring Assembly: 9 – 10:30 a.m. – Location TBD
February 1	Senate Meeting
March 7	Senate Meeting
April 4	Senate Meeting
April 18	Senate Meeting
May 2	Joint Senate Meeting (with newly elected 12/13 Senators)

All members of the CSUSM faculty are encouraged to join us. *Only elected Senators may vote.*

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

Executive Committee

(Except as noted, the EC meets from 12 - 2 p.m. in KEL 5207. On Senate meeting days, the EC meets from 12 – 12:50 p.m. in COM 206.)

Fall 2011

Date TBD	Joint retreat with AALC
August 31	Committee Chair Orientation / Business Items review
September 7, 14, 21, 28	
October 5, 12, 18, 26	
November 2, 9, 16, 30	
December 7	

Spring 2012

January 25	
February 1, 8, 15, 22, 29	
March 7, 14, 28	(Spring Break is March 19 – March 24)
April 4*, 11, 18*, 25	
May 2*	

*Meeting will begin at 11:30 a.m.

1 **RESOLUTION HONORING THE REMARKABLE AND NOTEWORTHY ACCOMPLISHMENTS**
2 **AND CONTRIBUTIONS OF OUR DISTINGUISHED LOCAL AND STATEWIDE SENATOR,**
3 **JOHN R. (DICK) MONTANARI**
4

5
6 WHEREAS, John R. (Dick) Montanari joined the faculty of California State University San Marcos
7 (CSUSM) in 1991 as one of the confounding faculty; and
8

9 WHEREAS, Dick Montanari has served on the Academic Senate of CSUSM for most, if not all, of the years
10 of its existence; and
11

12 WHEREAS, Dick Montanari was the first sitting chair of the Academic Senate to voluntarily serve a
13 second consecutive term; and
14

15 WHEREAS, Dick Montanari has represented CSUSM on the Academic Senate of the California State
16 University for three consecutive terms; and
17

18 WHEREAS, Dick Montanari has always been willing to wordsmith any policy, resolution, proclamation, or
19 manifesto to make it a more perfect document; and
20

21 WHEREAS, Dick Montanari can be counted on to ask the tough questions of any administrator who
22 happens to be in the room (or out of the room, for that matter); and
23

24 WHEREAS, No term limit could ever keep Dick Montanari away from the process of shared governance in
25 an academic setting; now, therefore, be it
26

27 RESOLVED, That the Academic Senate of CSUSM recognize Dick Montanari for his decades of leadership
28 and collegial shared governance; and be it further
29

30 RESOLVED, That the Academic Senate of CSUSM thank him and salute his many accomplishments on
31 this campus and beyond; and be it further
32

33 RESOLVED, That the Academic Senate of CSUSM wish its great friend and colleague, Dick Montanari, all
34 the best as he leaves the Academic Senate to enjoy a relatively stress-free final year at CSUSM before
35 embarking upon a well-earned, *real* retirement.

1 1st reading – NEAC: Election Rules re Rank Requirement for Chairs of Standing Committees

2
3 **Rationale:** *This change to the Election Rules and Procedures was the result of a discussion in EC evaluating*
4 *the effect of the rule put into place this year that chairs of standing committees had to be tenured. It was*
5 *determined that this rule did not prove onerous to the committees. However, it did disadvantage one group*
6 *of faculty in particular: those who were hired as Associate Professors without tenure. For promotion to full*
7 *professor, such faculty need the kind of leadership experience that chairing a standing committee provides.*
8 *Therefore, NEAC proposes a change to the election rule so that committee chairs must hold the rank of*
9 *associate professor or above, with no mention of tenure. This change would take effect immediately, if*
10 *approved by the Senate, in order to facilitate this spring's election of committee chairs.*
11
12

13 V. PROCEDURES FOR ELECTION OF STANDING COMMITTEES

- 14 A. Standing Committee membership is of two types: academic unit representatives and at-large
15 representatives.
16 B. The members of the various committees serve staggered two-year terms.
17 C. Specific academic unit representatives shall be elected by eligible faculty within that unit (or, in
18 the case of CoAS seats on the General Education Committee (GEC) and the Promotion and
19 Tenure Committee (PTC), by college division). At-large representatives shall be elected by all
20 eligible faculty.
21 D. Elections for Promotion and Tenure Committee (PTC)
22 1. Only tenured full professors may serve on the PTC.
23 2. Elections for PTC seats must be contested (at least two candidates per seat).
24 3. If there are fewer than two candidates per seat in the Spring Election, NEAC will put out a
25 call for nominees within the first two weeks of the subsequent semester (fall semester).
26 NEAC will conduct an election once a minimum of two candidates per seat is secured. This
27 special election does not require a sample ballot.
28 E. A person may be elected to serve on no more than two committees.
29 F. No person shall be elected chair of more than one standing committee.
30 G. After election results have been announced, each current committee chair shall convene a
31 meeting of current committee members and new committee members to (a) review the year-
32 end committee report and (b) ~~elect a committee chair from among the tenured members of the~~
33 ~~committee for the next academic year.~~ elect a committee chair for the next academic year from
34 among the members of the committee who are ranked at associate level or above.
35 1. Each current committee chair shall notify the Academic Senate Office of their committee's
36 newly elected chair.
37 2. The newly elected chairs (with the exception of the PTC) and the newly elected Academic
38 Senate Officers will constitute part of the Executive Committee for the following academic
39 year.

1st reading – SAC: Faculty Management of Course Records

Rationale: A minor revision to include instructions for keeping electronic student records.

Definition: A policy governing faculty management of student course records.

Authority: Family and Educational Rights & Privacy Act of 1974 (FERPA).

Scope: All university Faculty.

PROCEDURE

Instructors have the responsibility to ensure confidentiality of the student records to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA 1974). Student records are defined as any documents (including electronic) that include identifying student information (e.g. name with social security number, student ID number, or grade). Documents include, but are not limited to, graded class assignments, homework, tests, letters of recommendation and roster print-outs showing student name and any other type of personally identifiable information (e.g., social security number, student ID number). The purpose of these guidelines is to help faculty understand how to manage student records.

I. INSTRUCTOR RESPONSIBILITIES

- A. Keep student records out of reach of anyone else. Physical records need to be put, preferably in a locked cabinet. All electronic records (such as class rosters, electronically graded material, email correspondence related to class performance, etc.) need to be kept on a secured, password protected electronic device.
- B. Obtain the student's written permission before anyone other than the student-including spouses, parents, significant others, and other relatives-can collect his/her graded work.
- C. Keep student records for a minimum of one year from the end of the term when the work was completed before destroying them.
- D. Obtain the student's written permission before you leave his/her records outside your office.
- E. All records left outside of office must be in a sealed envelope.
- F. After one year, records may be discarded after identifying characteristics have been removed or destroyed.
- G. Do not at any time use the entire ID Number of a student in a public posting of grades or any other student records. To ensure students' anonymity, it is suggested that the list not be sorted alphabetically.
- H. Do not ever link the name of a student with that student's ID number in any public manner.
- I. Do not leave student records (such as tests, papers, or assignments) in a stack for students to pick up by sorting through the materials of all students.
- J. Do not circulate a printed class list with student name and ID number or grade as an attendance roster.
- K. When the handing back of material in person substantially disrupts instruction (such as in sections with a large number of students), it is recommended that the instructor assign a unique and confidential identification code or number to each student, to be used in evaluated material that may be circulated for students to sort through or as an attendance roster.
- L. Questions regarding the FERPA and/or other student record privacy matters should be directed to the Vice President of Student Affairs.

II. STUDENT RESPONSIBILITIES

In most classes, faculty return graded materials to students during the course of the semester. If a student elects to file a formal appeal over a course grade, she or he would need to produce all of the original graded work for the purpose of the review procedure. Therefore, students should retain work handed back to them at least until they receive the final grade. If the student then elects to file a grade appeal, s/he should retain the graded materials until the appeal is resolved.

1 **1st reading – GEC: Restrictions on Upper Division General Education Courses**
2

Definition: A policy regarding restrictions placed on the use of cross-listed courses to satisfy upper division general education requirements.

Authority: Title V and the president of the university.

Scope: CSUSM students.

3
4 I. No student may use a course from their major area, or any course cross-listed with their major area, to
5 satisfy upper division general education (UDGE) requirements BB, CC, DD.
6

7 II. For interdisciplinary majors with a primary field, students are prohibited from using courses in their
8 primary field or any course cross-listed with their primary field. For majors in which students take courses
9 from a variety of fields and no primary field is named, students are not prohibited from taking courses in
10 these fields. (E.g., Human Development majors take courses in Biological Sciences, Psychology, and
11 Sociology. They are not prohibited from taking courses that are cross-listed with these fields.)
12

13 III. For students pursuing multiple majors, these restrictions apply only to the first major.

1ST reading – GEC: Resolution to Urge the Board of Trustees to Delay Consideration of Waivers To the Existing Title 5 'American Institutions' Requirement

WHEREAS, For decades the California State University has maintained a requirement (in Title 5 administrative law) for all CSU graduates to “acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live, to enable them to contribute to that society as responsible and constructive citizens” (Title 5 40404); and

WHEREAS, An informed citizenry is necessary in American democracy, but mounting evidence shows that “most individual voters are abysmally ignorant of even very basic political information”¹; and

WHEREAS, The passing last Autumn of SB 1440—a measure designed to streamline transfers from the California Community Colleges to the CSU, has enabled the creation of “Transfer AA” degrees from the CCC system; the CCC system, however, refuses to include the Title 5 American Institutions requirements as a part of these newly created transfer degrees; and

WHEREAS, The CSU Board of Trustees is considering changes in the Title 5 “American Institutions” requirement that will enable (but not necessarily require) the Chancellor, Presidents and “appropriate campus authorities” to waive the American Institutions requirement for certain majors and groups (called “the proposal” in this document); and

WHEREAS, After a few weeks of informal conversations, the proposal was first publicly broached at an April 13 meeting with the CSU Presidents; this unfortunate time line has resulted in insufficient consultation to date with History and Political Science faculty and almost no time—in the last month of classes—for local Academic Senates and their curriculum committees to respond; and

WHEREAS, The possibility of using the existing option of comprehensive exams in American Institutions to bring the CSU fully into compliance with SB1440 has not been fully explored now, therefore, be it

RESOLVED, That the Board of Trustees should delay any consideration of Title 5 changes to the "American Institutions" requirement until the possibility of using the existing Comprehensive Exam option to bring the CSU into compliance with SB 1440 is fully explored with the help of the system's Political Science and History faculty; we acknowledge that there may need to be procedural and/or policy changes in the administration of these exams but believe that the option could be of great promise in complying with SB 1440 without the need for a Title 5 change; be it further

RESOLVED, The Academic Senate of San Jose State University reaffirms its commitment to the principle that all graduates of our institution should demonstrate an understanding of "American democracy and of the society in which they live" so that they may "contribute to that society as responsible and constructive citizens"; be it further

RESOLVED, That the CSU should strongly consider the option of not recognizing transfer AA degrees that fail to allow the American Institutions requirement within the constraints of SB1440 degrees--as being too dissimilar to our own degrees; be it further

¹See for example Ilya Somin, “When Ignorance Isn’t Bliss: How Political Ignorance Threatens Democracy” (Policy Analysis No. 525, September 22, 2004.) “In this paper I review the overwhelming evidence that the American electorate fails to meet even minimal criteria for adequate voter knowledge” (p. 2.) See also Andrew Romano, “How Dumb Are We? Newsweek gave 1,000 Americans the U.S. Citizenship Test—38% failed. The country’s future is imperiled by our ignorance,” *Newsweek* March 28 and April 4, 2011.

46 RESOLVED, That the CSU should request that the Legislature amend "The Student Transfer
47 Achievement Reform Act" (SB 1440) to clarify that American Institutions requirements should be fully
48 maintained during the implementation of the law; be it further
49
50 RESOLVED, That copies of this resolution be distributed to the Chancellor, to the Board, to the ASCSU,
51 to all campus senates, and to the Chairs of all CSU History and Political Science Departments, the
52 Assembly Committee on Higher Education, and the Academic Senate of the California Community
53 Colleges.²

² We thank the San Jose State University Academic Senate, particularly colleagues in History and Political Science, for their work in crafting and passing this resolution.

1 **1st reading – BLP/UCC: B.A. in Child & Adolescent Development proposal**

2
3 **BLP Report:** The Budget and Long Range Planning Committee (BLP) has investigated and discussed the
4 P-Form for a proposed program in Child and Adolescent Development (CHAD). BLP initially assessed
5 this program proposal in AY 2008/09; our initial report has been updated to reflect current circumstances.
6 Our review has included attention to the immediate and long-range enrollment prospects for this
7 proposed degree program as well as the resource implications of the initiation of the program. We
8 appreciate the cooperation of the proposers, which enabled us to complete our work, and we appreciate
9 their patience as we asked what must have seemed redundant questions as we updated this review in
10 Spring 2011. BLP submits the following analysis of the impact of this program to the Academic Senate to
11 guide senators in their consideration of the proposal.
12

13 BLP believes that even in difficult budget times, curriculum development should move forward even if
14 launch dates may be delayed by resource constraints. The proposers of the program, and the current
15 COAS Curriculum and Academic Policy Committee concur, that this program shall not be launched until
16 sufficient resources are available to support the program. Senate approval of programs, in the present
17 economic environment, will position a program to be implemented when the resources are available.
18

19 In bringing this proposal to the Senate for consideration, we do need to acknowledge that the Human
20 Development Department has expressed concerns about moving forward with approving this proposal
21 while their own program is in a period of flux due to the restructuring of Academic Affairs and their hiring
22 of several new tenure-track faculty to join the Department in Fall 2011. We provide documentation of
23 Human Development's concerns, as well as the response of the program's proposers, in an Appendix to
24 this report.
25

26 **Program Demand:**

27 The proposers anticipate "approximately 215-230 majors are expected by year 3 and 300 majors by year
28 5." Some of these students are likely to currently major in Psychology, Human Development, and Liberal
29 Studies, but it is expected that new students transferring from the community colleges will be a
30 significant source of new enrollment. The proposers have received input from and coordinated with the
31 community colleges, so they are aware of the progress of the CHAD proposal and can direct potential
32 transfer students to the program after its launch. Students earning AA degrees or certificates in Child
33 Development from our feeder community colleges are the largest proportion of students in those
34 colleges. The proposers outline a variety of career opportunities for students completing the CHAD
35 major.
36

37 **Resource Implications:**

38 *Faculty*

39 Delivery of the CHAD program is estimated to require three new tenure-track faculty over its first three
40 years. There is presently a shortage of Developmental Psychology faculty; of the 10-15 Developmental
41 courses routinely taught in the Psychology department, only 3 are presently taught by tenure-track
42 faculty. The Psychology department supports the CHAD program and has stated that the department's
43 first priority would be a Developmental Psychology hire, then a hire specifically for the CHAD program. In
44 AY 2010-2011, Psychology is searching for one Developmental Psychology position and one position in
45 Neurosciences, both of which will ultimately contribute to the CHAD program's delivery. At least one
46 additional hire, specific to the CHAD program, will need to be in place before the program can be
47 launched. It will also be imperative that future faculty hires keep up with the program, as CHAD students
48 must pass background checks in order to work with children and thus meet the degree requirements, and
49 completing these checks will require the provisions of sufficient faculty resources.
50

51 *Staff*

52 The proposal indicates that the Psychology department presently has 1½ staff positions and that they
53 will absorb the additional workload until the CHAD program meets thresholds to change the ½ time staff

position to full time. However, those thresholds do not actually trigger staff hires when met; the thresholds continue to go up. Staff hires may need to precede future faculty hires.

Library

That proposal states that the Library has materials relevant for CHAD that already support programs in Psychology, Human Development and Education. However, cuts have been made since this proposal was first reviewed by BLP. Even without budget cuts, the expanding number of CHAD majors will require additional collections and Interlibrary Loan costs to support courses.

IITS

The proposal includes video and audio equipment for the observation labs in the new Social & Behavioral Sciences building, which will open in Summer 2011. These were earmarked as funded by Group II monies for Psychology, but this funding was reduced dramatically from original expectations. More recent conversations between the program proposers and IITS clarified that the program's cameras and recording equipment, which are assigned to Psychology, will not require IITS support after the installations are complete. The Psychology Department will be responsible for archiving recorded equipment and will pay for the software license fees from its Departmental budget. Psychology will also take responsibility for equipment replacement and repairs.

Student Affairs

The need for additional advising staff is anticipated beginning in the second year of the CHAD program. New permanent funds for a .5 SSP II advisor will be necessary.

Conclusion:

BLP recommends that new program proposals continue to be put forward and reviewed even though our budget climate will not allow for the launching of new state-supported programs while current budget uncertainties continue to cast a pall over the very foundations of public higher education. BLP strongly believes that we should continue to move forward with curriculum proposal reviews so that we are positioned to launch new programs when resources are available. However, BLP recognizes that an objection has been lodged against considering and approving this proposal at this time, so we provide documentation on that matter below.

Appendix:

BLP was notified over Spring Break (March, 2011) that a revised P-form for the CHAD program was now available. We were later advised that one Department that had "signed off" on the P-form in an earlier round of review (AY 2007/08), Human Development, had expressed new reservations based on that Department's changed circumstances (i.e., the anticipated addition of two tenure-track positions in Fall 2010 and the Department's move to the new College of Education, Health, and Human Services). We requested that both HD's Department Chair, Dr. Fernando Soriano, and the CHAD proposers, Dr. Sharon Hamill and Dr. Maureen Fitzpatrick, provide us with some perspective that might be shared with the Senate as we finalized our review for the Senate.

We received the following from Professor Soriano on Friday, April 15, in an email addressed to Staci Beavers (BLP Chair) and Fang Fang (UCC Chair):

"I know that you both were wanting to have a response from me after I met with Sharon Hamill to discuss CHAD. I met with Sharon yesterday and we had a very cordial and positive meeting where we both were able to talk about and share our views. As I explained to Sharon, HD does not want to be an impediment or hindrance to the establishment of a child and adolescent development major here on campus. The region definitely does need this type of program. However, as I explained to Sharon many of the CHAD courses are courses that I can see being a part of our Children's Services concentration. Being that we are in the midst of a reorganization, that we are hiring new faculty who's voice I would like to bring to bear, and being that we will likely develop new HD courses as part of the move, I cannot at this point sign off

and approve the proposed new major. This does not mean that we cannot in the future approve it as it stands. The timing is just not right at this time to seek at least our approval in Human Development.

"Having said that, I trust in the judgment of your respective committees."

We received the following input from Professor Sharon Hamill on Tuesday, April 19:

"Dr. Soriano states that he does not want to be an impediment or hindrance to the CHAD program, that the region definitely [sic] does need this type of program, and that his objection does not mean that he is unwilling to approve the major as it stands. In fact, he did approve the major when it first came to the college curriculum committee in 2007/2008. Based on this information, we do not understand what his specific objections are. We would like to know (1) the nature of the specific objections, (2) how he thinks they can be addressed, and (3) what outcomes would indicate that they were addressed. Additionally, given that it has taken 6 years to get this far, we would like to know how long he anticipates that we will need to wait so that the issues can be addressed."

UCC Report: UCC has finished its review of the new major of B.A. in Child and Adolescent Development proposed by Psychology Department. The purpose of the CHAD degree is to educate students broadly in the study of Child and Adolescent Development. It is not a degree that is designed to prepare students for work in a specific industry. The proposers provided supporting letters from community colleges demonstrating the students' demand of this degree.

The program requires that students take a total of 51 units, including 15 units of Lower-Division preparation for the major, 21 units of Upper-Division Core Courses and 15 units of Upper-Division Area Courses. The Lower Division preparation courses are PSYC 100 – Introduction to Psychology, PSYC 210 – Introduction to Developmental Psychology, PSYC 215 – Psychosocial Influences on Child Development, PSYC 220 – Introductory Statistics in Psychology and PSYC 230 – Research Methods in Psychology. All those courses already exist in our university catalogue. The Upper Division Core courses include PSYC 330 – Developmental Psychology: Infancy/Childhood, PSYC 348 Developmental Psychology: Adolescence, PSYC 310 – Theories of Developmental Psychology, PSYC 395 – Laboratory in Developmental Psychology, CHAD 370 – Risk and Resiliency in Childhood/Adolescence, CHAD 496 – Observation and Assessment Laboratory and CHAD 491 – Children, Adolescents and Social Policy. Among the upper division core courses, PSYC 310, CHAD 370, 491 and 496 are new courses and the C-Forms are submitted along with the P-Form. The area courses are selected from a pool of existing Psychology courses and 6 new CHAD courses. There are five proposed areas including Atypical Child Development, Contexts of Child and Adolescent Development, Understanding Others, Intrapersonal Development, and Researching/Working with Children and Adolescents.

UCC originally received and reviewed the proposal in 2008. Questions were sent back to the proposers in the end of Fall 2008. The proposers were not able to send back the response until this semester due to many unpredictable reasons. The committee reviewed the changes and agreed that the program proposal is well-prepared and the original questions were addressed properly.

The proposed degree may have potential impact on five different departments/areas: Sociology, Human Development, Liberal Studies, Education, and Psychology. When it was first proposed, all the five impacted departments/areas have signed off and supported the proposal. When UCC received the revision this semester, we feel that we should check whether the impacted departments remain supporting the program. As a result, four of the five departments remain their supports, except that Human Development requested the proposal review be postponed since they cannot determine the impact before the restructuring process finishes. The proposers contacted UCC indicating that they do not want to postpone the proposal and they do not foresee any impact of the restructuring process. UCC has discussed the process and cannot reach consensus. We voted and passed the motion to forward the proposal for EC/AS discussion with a 5:3 ratio. The members against the motion feel that the **impact on**

other departments is significant and hence the departments should attempt to resolve this issue before UCC approves it. The rest of the members, *agreeing on the significance of the impact*, believe that the issue should be discussed at EC/AS in order to identify a satisfactory solution. UCC shall not be the place to withhold the proposal and does not have the authority to resolve the disagreement between the departments. With the majority vote result, UCC concluded its review and approved to move it forward to EC/AS for further discussion.

For the complete curriculum associated with this proposal, visit the Curriculum Review website:

http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2010-11_curriculum.html#CoAS

Proposed Catalog Language for the Bachelor of Arts in Child and Adolescent Development

Program Description:

The Child and Adolescent Development (CHAD) major focuses on the developmental processes that occur from conception through the end of adolescence. Students gain a comprehensive overview of typical and atypical development through exploration of empirically-derived milestones across biological, cognitive, and psychosocial developmental domains. Course topics focus on developmental trajectories, theories, developmental research methods, ethics, and contexts of development. Throughout the curriculum, special emphasis is placed on the interaction of the individual and environment in the unfolding of development. Students acquire knowledge through exposure to relevant scientific literature, research projects, observations, and fieldwork. The curriculum provides students with a variety of tools to acquire, communicate, and disseminate information so that they may develop a lifelong pursuit of developmental inquiry. Majors receive an excellent foundation for subsequent careers working with children and adolescents in various fields including research, education, health care, public policy and advocacy, the law, and counseling.

Career Opportunities

The CHAD undergraduate major provides an excellent preparation for careers in developmentally-related public organizations, teaching institutions, service agencies, and mental and physical health facilities. Our undergraduate program provides appropriate background for graduate training in developmental psychology, including experimental, applied, and clinical programs. Coursework in CHAD is also relevant to graduate training in counseling, teaching, medicine, law, child advocacy, and public policy relating to children and adolescents.

Preparation

High school students are encouraged to take four years of English and three years of mathematics (including algebra). Courses in biology and psychology and the other social and behavioral sciences are recommended. Knowledge of computers is helpful for many courses.

Community College Transfer Students

A maximum of 15 lower-division semester units of psychology and child development courses may be applied toward the fifty-one (51) units required for the CHAD major. The fifteen (15) lower division units must match the course description requirements listed in this catalog for PSYC 100, 210, 215, 220 and 230, or their equivalent, as approved by the student's advisor.

Special Requirements for the Bachelor of Arts in CHAD

All courses counted toward the major must be completed with a grade of C (2.0) or better. No more than a total of three (3) units of either PSYC 498 or PSYC 499 may be applied toward the major. No more than three (3) units of PSYC 495 may be applied toward the major. A minimum of eighteen (18) units counted toward the CHAD major must have been completed at Cal State San Marcos. Courses taken at other universities for which the Department does not have articulation agreements will not be counted toward the major at Cal State San Marcos without the written permission of the CHAD Program Director.

Bachelor of Arts in Child and Adolescent Development

	Units
General Education*	51
Preparation for the Major*	15
Core Requirements	21
Area-Specific Requirements	15
Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120	

Lower-Division (15 units)

PSYC 100*	Introduction to Psychology	3
PSYC 210*	Introduction to Developmental Psychology	3
PSYC 215*	Psychosocial Influences on Child Development	3
PSYC 220	Introductory Statistics in Psychology	3
PSYC 230	Research Methods in Psychology	3

*Six (6) units in lower-division General Education Area D7 (Interdisciplinary Social Sciences) and D (Discipline-Specific or Second Interdisciplinary Social Science Course) are automatically satisfied in Preparation for the Major.

Upper-Division Core Courses (21 units)

PSYC 330	Developmental Psychology: Infancy/Childhood	3
PSYC 348	Developmental Psychology: Adolescence	3
PSYC 310	Theories of Developmental Psychology	3
PSYC 395	Laboratory in Developmental Psychology	3
CHAD 370	Risk and Resiliency in Childhood/Adolescence	3
CHAD 496	Observation and Assessment Laboratory	3
CHAD 491	Children, Adolescents and Social Policy	3

Upper-Division Area Specific Courses (15 units)

Take one course from each cluster

Cluster A Atypical Child Development 3

PSYC 328	Developmental Psychopathology
CHAD 339	Exceptional Children and Adolescents

Cluster B Contexts of Child and Adolescent Development 3

PSYC 341	Multicultural Perspectives
----------	----------------------------

264	PSYC 343	Psychology of Work & the Family	
265	CHAD 345	Perspectives on Child Rearing	
266	CHAD 347	Peer Relationships in Childhood & Adolescence	
267			
268	<u>Cluster C Understanding Others</u>		3
269	PSYC 332	Social Psychology	
270	PSYC 342	Group Dynamics	
271	PSYC 428	Community Psychology	
272			
273	<u>Cluster D Intrapersonal Development</u>		3
274	PSYC 334	Personality	
275	PSYC 360	Biopsychology	
276	PSYC 362	Cognitive Processes	
277	CHAD 365	Socioemotional Development	
278			
279	<u>Cluster E Researching/Working with Children and Adolescents</u>		3
280	PSYC 340	Survey of Clinical Psychology	
281	PSYC 354	Educational Psychology	
282	PSYC 495	Field Experience	
283	CHAD 450	Practicum in Early Child Education	
284	PSYC 498	Independent Study	
285	PSYC 499	Independent Research	
286			
287	<u>New Courses being approved with this Degree Program:</u>		
288	CHAD 339	Exceptional Children and Adolescents	3
289	CHAD 345	Perspectives on Child Rearing	3
290	CHAD 347	Peer Relationships in Childhood and Adolescence	3
291	CHAD 365	Socioemotional Development	3
292	CHAD 370	Risk and Resiliency in Childhood and Adolescence	3
293	CHAD 450	Practicum in Early Childhood Education	3
294	CHAD 491	Children, Adolescents and Social Policy	3
295	CHAD 496	Observation and Assessment Laboratory	3
296	PSYC 310	Theories of Developmental Psychology	3

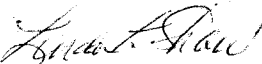


California State University SAN MARCOS

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Date: April 26, 2011

To: Sheryl Lutjens, Chair
Department of Women's Studies

From: Linda Shaw, Chair 
For the Program Assessment Committee: Donna Goyer, Olaf Hansen, Toni Olivas, Bruce Rich, Gerardo Gonzalez, Jennifer Jeffries, Marie Thomas, and Karen Irwin

Subject: Women's Studies B.A. Degree Program Review

The Program Assessment Committee (PAC) thanks the faculty of the Women's Studies Department for the successful completion of their program review. The review demonstrates a high level of commitment to self-reflection and the use of assessment for pedagogical innovation and programmatic change. In what follows, PAC summarizes findings from the program's self-study report and commentary on the self study by the Interim Dean of the College of Arts and Sciences.

Program Self Study: Strengths and Accomplishments

The Women's Studies Program has clearly articulated and comprehensive program goals contained in its Mission Statement and listing of Student Learning Outcomes (SLOs). Program SLOs focus on acquisition of: a broad array of interdisciplinary knowledge; critical thinking skills (e.g., ability to distinguish among basic assumptions and arguments and integrate knowledge); the ability to apply and communicate knowledge in oral and written communication; and the ability to engage in and communicate research findings. The Self-Study Report shows that ongoing **reflection and revision of curriculum based on assessment of program SLOs as well as national trends in the area of Women's and Gender Studies** (e.g., emphasis on intersectionality, global and local perspectives, and faculty and student collaboration) are central to the teaching mission of the program. Achievements in this area reported in the Self Study include:

- a major curriculum revision in 2004 that has resulted in a coherent, comprehensive, and continuously expanding interdisciplinary curriculum comprised of: 70 core and elective courses within Women's Studies; courses drawing on disciplinary courses in other departments; and active and continuous participation in General Education course delivery;
- development of a program matrix that identifies preparation for the major, upper-division courses, Women's Studies electives, and selected electives delivered by other departments (e.g., Psychology, Political Science, History, Communication, Sociology); and
- completion of the first Annual Assessment Plan in 2008-2009 which includes results from an alumni survey and capstone paper rating. Alumni report that they value their experience related to the following areas of program delivery: quality of instruction, faculty accessibility, and advising. Results from the capstone paper assessment resulted in

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program changes that include: sequencing of student learning outcomes and augmentation of instruction in theory and research methods.

Based on his review, Dean Rocha adds the following achievement of the Women's Studies program:

- developing and carefully maintaining the program over the past several years during a period of unprecedented budget cuts.

In addition to assessment and development of its curriculum, the Women's Studies Department faculty have engaged in **enhanced outreach efforts that engage students beyond the classroom**. These activities include:

- active engagement of Women's Studies majors as well as students from other majors who are active involved in gender issues as visible and active campus leaders;
- distribution of a newsletter and an annual gathering of Women's Studies faculty and students, including those from other departments, who teach or are engaged in research focused on women's and gender issues; and
- establishment of the Women's Studies Student Association and the Iota Iota Iota Honor Society.

These efforts focused on program assessment, curricular development and revision, and outreach to students and to faculty in other departments have resulted in **significant program growth as reflected in increased number of majors, increased FTES, and the addition of tenure-track faculty positions**. Specific accomplishments in this area include:

- growth from a total of 15 majors and minors in 1997 to 36 majors and 30 minors in 2009;
- increased diversity of Women's Studies students from 81.6% white students in 1995 to 64.7% students of color in 2008;
- hiring of a tenure-track faculty member to direct the program in 2008; and
- hiring of one tenure-track faculty member in 2001 and a second tenure track hire in 2002-2003.

Program Challenges

The Women's Studies Program Self Study and Dean Rocha also identify several challenges that the program faces. These include:

- lack of expertise in Chicana feminist studies due to the loss of a tenure track faculty member with expertise in this area and the inability to hire a replacement;
- student capstone papers that reflect mixed achievement results and the need for particular attention to the further development of student writing skills, including organization, style, grammar, and presentation, as well as skills related to analysis and argumentation and the recognition and use of theoretical perspectives and alternative points of view; and
- the need to revise and develop its curriculum to better integrate SLOs and their sequencing in courses, develop an internship program, develop online courses that integrate feminist pedagogical principles and strategies, and develop new courses on a range of topics (see listing below in Future Plans).

Future Plans and Recommendations

Based on the results of the Self-study, the Women's Studies program **plans the following changes and improvements:**

In the area of **curriculum development**, the program plans to:

- review the integration and sequencing of skills and knowledge-based goals related to SLOs in the program's core and elective courses at each level of the curriculum, for example, integration of basic writing skills into WMST 101 and WMST 301);
- develop an internship program;
- develop online courses that integrate feminist pedagogical principles and strategies;
- offer student-faculty field trips, both domestic and international; and
- create and implement new courses on the following topics: feminist research methods, feminist theories, introduction to feminist thought, history of the U.S. women's movement, gender violence, queer and transgender feminist studies, and a senior seminar.

In the area of **program development**, the program plans to:

- establish a task force to consider a Sexuality Studies minor;
- pursue hiring (including joint hires) of replacement of growth tenure-track faculty lines in the areas of Chicana feminism, bodies studies, and health and sexuality; and
- increase the number of majors, minors and overall course enrollments.

In the area of **community building**, the program plans:

- for faculty: to expand the network of faculty affiliates, refine the governing and decision-making structures with faculty, and student inclusion in program decision making;
- for students: to develop systems to provide career information, sponsor an alumni association, and expand recruitment efforts for students; and
- for community: reorganize the Women's Studies website and develop stronger relations with local women and women's groups.

PAC Summary and Conclusions

PAC commends the Women's Studies faculty for their commitment to student success reflected in a clearly articulated and coherent set of program goals and Student Learning Outcomes as well as the program's ongoing reflection and use of assessment data to revise its curriculum. The program review clearly shows that faculty have worked hard to build an academically sound program, an effort that has been particularly difficult in an environment in which a lack of resources make it necessary to depend on other departments to deliver courses that are central to its curriculum. PAC also commends the program for its contributions to the larger campus community through a robust offering of GE courses. PAC appreciates as well the program's outreach efforts that have resulted in more diversity among students in the program, opportunities for students to apply what they are learning in the classroom to real world problems, and has kept women's and gender issues in the forefront of concerns that are crucial to the campus and broader community.

We also commend the Women's Studies faculty on developing an ambitious set of future plans in the areas of curriculum and program development and community outreach. We especially encourage ongoing efforts to use assessment data to guide curriculum development and revision, including current plans to integrate and sequence skills and knowledge-based goals related to SLOs into the program's core and elective courses. We also think that development of an internship course, offering online courses to increase accessibility for students, and achieving greater diversity among their tenure-track faculty are important aspects of the program's future plan.

Women's Studies faculty have proposed an ambitious and broad ranging future plan. They have many creative ideas and want to see their program grow! But, since implementing all of these plans in the immediate future will be difficult, PAC encourages the Women's Studies faculty to think carefully about the direction in which they want the program to develop and to prioritize their efforts in light of these decisions. Specifically, PAC senses somewhat of a tension in the program between a desire to be a "generalist" program that offers a range of women's and gender courses to a broad-base of students and the desire to develop specializations within the program, for example, in the areas of sexuality, health, and body studies that would attract students specifically interested in those topics. PAC members think that attempting to develop the program along so many fronts simultaneously will come at the cost of program depth and a coherent program identity and mission. For this reason, PAC thinks that before embarking on curriculum and program development, it would be wise for faculty to think carefully about who/what they want the program to be and what they want it to offer to students as it develops in the coming years.

PAC congratulates the Women's Studies program on completion of its program review and especially for the hard work of the Women's Studies faculty in preparing their program self-study. We thank them for their commitment to self-reflection on the program's successes over the past five years as well as its challenges and plans for future improvement. PAC wishes the faculty of the Women's Studies program well in meeting their challenges and fulfilling their future plans and looks forward to the future development of the Women's Studies program.

Cc: Emily F. Cutrer, Provost and Vice President for Academic Affairs
Victor Rocha, Interim Dean, College of Arts and Sciences
Marcia Woolf for Academic Senate
Program Assessment Committee



MEMORANDUM

DATE: May 2, 2011

TO: Emily F. Cutrer, Provost and Vice President for Academic Affairs

FROM: Gerardo M. González, Dean of Graduate Studies and
Associate Vice President for Research

RE: Periodic Review of CLIMB

In accordance with our CSUSM Policy on Centers and Institutes, the Center for Leadership Innovation and Mentorship Building (CLIMB) underwent a formal periodic review. Per our policy, I convened a committee to conduct the periodic review. The Review Committee was comprised of two faculty members with relevant expertise (Dr. Ranjeeta Basu and Dr. Merryl Goldberg) appointed by the Academic Senate, one member (Dr. Bruce Rich) appointed by the Dean of the College of Business Administration, one member (Deborah Davis) appointed by the University Auxiliary Research & Services Corporation (UARSC), and myself as the Associate Vice President for Research. I thank the Committee members for their excellent contributions and efforts in conducting the review.

CLIMB Executive Director Dr. Rajnandini Pillai prepared a self-study of CLIMB for the review. The Committee reviewed the self-study, as well as annual reports for the period under review, conducted an interview with CLIMB co-directors Dr. Pillai and Dr. Jeffrey Kohles, and surveyed several CSUSM faculty, COBA students, and community professionals associated with the Center. The Committee also toured CLIMB's physical facilities in Markstein Hall.

The Review Committee's evaluation examined the academic, financial, legal, and administrative viability of CLIMB. The Committee shared a preliminary report of findings, conclusions, and recommendations with Dr. Pillai. Per our campus policy, the recommendations will also be reported to the Academic Senate.

Attached is a copy of the Review Committee's final report for your consideration and appropriate action (e.g., charter renewal, discontinuance, reorganization, or changes in scope and focus). Please feel free to contact me or convene the committee to discuss the report.

cc: Dr. Ranjeeta Basu, Chair, CLIMB Review Committee
Dr. Rajnandini Pillai, Executive Director, CLIMB
Dr. Rika Yoshii, Chair, Academic Senate

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Performance Review of CLIMB

Review Committee

Ranjeeta Basu (Committee Chair), Associate Professor, Economics
Deborah Davis, Director of Accounting & Business Operations, UARSC
Merryl Goldberg, Professor, Visual and Performing Arts
Gerardo Gonzalez, Associate Vice President for Research
Bruce Rich, Associate Professor, College of Business Administration

Executive Summary

After reviewing the self study documents and responses to interview questions provided by the CLIMB directors and survey responses from faculty, students and community members, the review committee strongly recommends that CLIMB's charter be renewed for another six years. The committee commends CLIMB for their commitment to academic excellence in the area of leadership. CLIMB's contribution to student success is reflected in the center's ongoing efforts to engage students with community business leaders and to provide opportunities for students to develop leadership skills and network connections. The center's achievements in curricular and pedagogical innovation are commendable particularly their efforts to incorporate corporate executives into their courses. CLIMB has also been an invaluable resource for faculty and members of the community and has enhanced their ability to be effective leaders on campus and in the community.

In terms of administrative and financial viability, CLIMB adheres to University and UARSC policies and procedures and has been able to operate at a very cost efficient level. If CLIMB continues at the current spending trend, they will be able to operate their programs for several years. However, some of the ways in which they have been able to fund their programs might not be sustainable in the long run. Given that CLIMB is one of the signature programs within the College of Business Administration, the committee recommends that a percentage of the funds raised at the college level be put aside for CLIMB. The committee also recommends that staff support for CLIMB be formally assigned.

Introduction

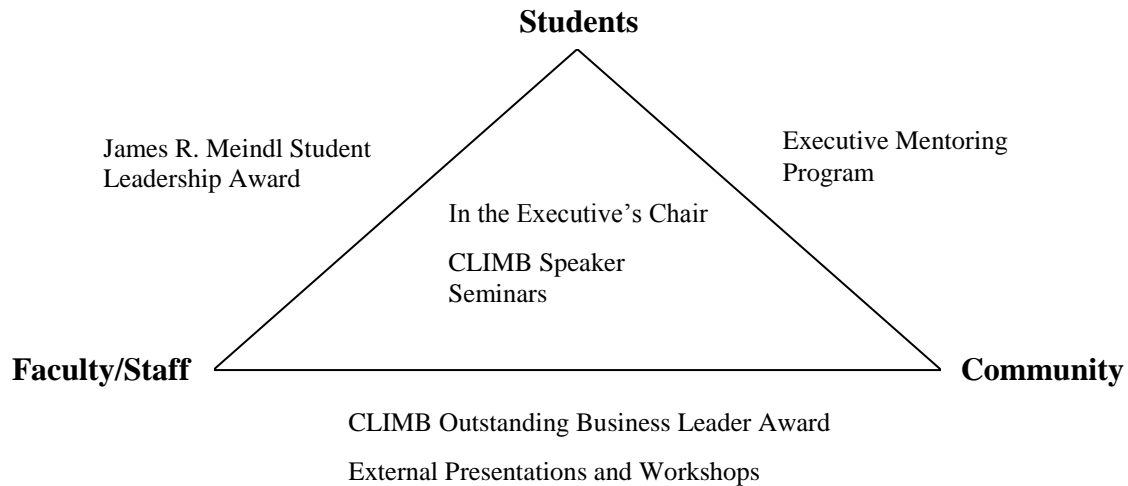
The College of Business Administration (COBA) mission statement proclaims that *"The College will continue to develop programs and relationships with organizations in Southern California. Through these cooperative programs, the College will promote the exchange of ideas and information, provide a laboratory for student learning, and make available the expertise of CoBA faculty."* COBA seeks to serve the needs of the community by providing current knowledge of effective leadership and mentoring concepts to improve the practice of leadership in community organizations.

The Center for Leadership Innovation and Mentoring Building (CLIMB) was established in fall 2004 to address community needs for best practices in leadership and mentoring among North San Diego County businesses. CLIMB's mission is to foster the development of effective leaders at all levels and to build effective networks between the university and external communities. To achieve these ends, CLIMB offers educational programs and mentoring opportunities and conducts innovative leadership research. Among CLIMB's successful signature programs are the Executive Mentoring Program (EMP) and in the Executive Chair. These programs bring together faculty, students, and community members for leadership and mentorship learning opportunities.

COBA faculty members Dr. Rajnandini Pillai (Executive Director) and Dr. Jeffrey C. Kohles and David Bennett (fellow Directors) administratively direct CLIMB. Under their collective leadership, CLIMB has successfully harnessed COBA faculty expertise to serve the leadership needs of the community. Through innovative programs, research, and collaboration, CLIMB fulfills important elements of the mission of CSUSM and COBA.

I. ACADEMIC VIABILITY

According to the CLIMB directors, the various programs offered by CLIMB are structured to bring together faculty, students and members of the community as illustrated below:



In this section of the report we will discuss the academic merits of the various programs within this structure.

A. Service Areas Not Normally Offered by a Single Academic Department / Complements the instructional program

CLIMB complements the academic program in COBA in several ways. One of CLIMB's signature programs is 'In the Executive's Chair', which is a very popular course offered by COBA. In this course students get the opportunity to learn from and interact with high level executives from many different fields. In addition, CLIMB complements the curriculum in many of the leadership courses offered by COBA at the undergraduate and graduate level. Finally CLIMB seminars and workshops are open to all students on campus and serve as an important resource on leadership issues in other curricular areas too such as educational leadership or women and leadership.

B. Enhance Services and Professional Development Opportunities for Students

The mission of the CLIMB is to foster the development of effective leaders and to build effective networks between the campus and the external community. This mission is achieved by offering enhanced educational mentoring, and professional development opportunities for students through the Executive Mentoring Program, the Student Leadership Award, and through In the Executive's Chair course.

To assess the academic viability of the Center's programs, former student participants were surveyed. A convenience sample of 11 students were contacted and asked to complete a survey about their experiences with the Center's programs. Out of the 11 students contacted, 8 of them responded yielding a 73% response rate.

Executive Mentorship Program

Students were surveyed about their experience in the Executive Mentorship Program (EMP). EMP's contribution to the teaching mission of the University and College are commendable. Students overwhelmingly indicated that the opportunity to develop leadership skills, interact with top-level executives, network, and to partake in hands-on learning experiences were very important in their decision to participate in EMP. The vast majority of these students reported that they were satisfied with their experience.

- "It is the best program I have ever participated in!"
- "Without a doubt, it is the most memorable and impactful experience I had in college."
- "The program provided me with the opportunity to build my career through networking."

Students felt that the program mentors helped them in their current careers as well as led them to new career opportunities. Some even commented that they still remain connected to their mentors. This is exemplified by the following comments:

- "My mentor gave me encouragement and feedback on my career. I still go to him for help/advice to this day, and I imagine I always will"
- "In class I learned theories of management, my mentor supplemented this knowledge by helping me develop my "soft skills.""
- "The mentor program led to my first job."
- "My mentor reinforced and supplemented my classroom education with real-world experience."

In the Executive's Chair

A stated mission of the Center is to promote student interactions with business leaders who can provide students with real world examples. Student comments reflected the efficacy of the program in meeting this mission.

- “The speakers added a real-world element to my education”
- “Without this course I would never have had the opportunity to interact with executives during college.”
- The opportunity to hear first hand from successful executives was invaluable in my education.”

Student Leadership Award

Each academic year CLIMB honors a graduating senior from the College of Business with the James R. Meindl Student Leadership award. The selected student is chosen based on the demonstration of outstanding leadership/mentorship in school, at work, and/or in the community. The selection of the honoree includes recommendations from faculty and students of the College of Business. The selected student receives an award of \$500.00, which has in the past been donated by local business. This award is highly competitive and exemplifies the Center's mission of fostering the development of effective leaders.

C. Enhance Services and Professional Development Opportunities for Faculty and Staff

Another part of CLIMB's mission is to provide a vehicle for faculty with an expertise on leadership in the College of Business Administration to conduct research and collaborate with students and members of the external community through mutually beneficial partnerships. To that end the CLIMB director and associated faculty have served as panelists, consultants and board members of leading organizations in North County such as the Carlsbad Chamber of Commerce and Leadership North County. They have also given workshops and presentations on leadership at several local organizations, such as the Rotary Club and North County Women in Networking. The CLIMB director and associated faculty have also published their work in top ranked academic journals in the area of leadership such as the Leadership Quarterly as well as presented their work at national and international conferences. These publications have raised the

profile of faculty and the university worldwide and have established CLIMB as an exciting and innovative research hub in the area of leadership studies.

As part of the review process the committee surveyed a small sample of faculty and staff (four) involved with CLIMB activities about professional development opportunities that CLIMB has provided for them. The responses were overwhelmingly positive. Faculty said that they have attended various seminars and Executive's Chair presentations offered by CLIMB and they really appreciated the wide ranging list of topics and disciplines covered by these speakers. They see CLIMB as a great resource to learn about how to be effective leaders themselves as well as an opportunity to meet with and learn from leaders in the community and the campus. A faculty from the library mentioned that CLIMB was a great resource for book /journal recommendations in the area of leadership.

- “To support the Ed.D. in Educational Leadership librarians developed a bibliography of leadership titles which were purchased with start up funds for the degree. CLIMB faculty provided suggestions and feedback to the development of that list.”

Another faculty member in the College of Business commented that CLIMB had provided opportunities for faculty to present their work to the community. He also mentioned that as a result of this collaboration he ended up co-authoring a book with the CLIMB director. He summed it up in the following way:

- “CLIMB has done a superb job with very limited resources helping CoBA achieve its mission, which is formally presented on the CoBA website. I personally am amazed that it is able to operate so effectively with such limited resources. It would be nice to see CLIMB subsidized by external organizations, but it is very difficult to obtain such funding, especially during the past few years. Its work should be encouraged by the campus as much as possible, as it clearly one of the signature programs in CoBA and is involved in the other signature CoBA programs.”

D. Build Links with Government, Industry, and Community Organizations

CLIMB is a very important resource for members of the community in the area of leadership. Members of all North County area Chambers of Commerce are invited to the CLIMB Speaker Seminars every semester. At the same time members of the community have served as models of leadership and mentors for students at CSUSM. Top-level executives across different fields have been invited to participate in the Executive's Chair course. CLIMB also recognizes outstanding local leaders with the Outstanding Business Leader Award. Thus, CLIMB has brought together faculty, students and members of the community in a variety of mutually beneficial ways. Some of these programs have been discussed earlier in the report. In this section we focus on responses from members in the community. The community questionnaire was sent to six community members, four of whom responded. The overall responses were extremely positive and indicated the mutual benefit of CLIMB to both the agencies and to the students. Dr. Pillai received special mention as being a wonderful resource. The respondents have had a relationship with CLIMB for many years, the least amount of years being four. The initial contacts for the programs have been Dean Dennis Guseman, David Bennett, and Dr. Raj Pillai. One respondent indicated that the "contact was mutual. I have been involved with CLIMB for several years, for as long as the mentorship program has been around."

Several of the respondents indicated that they serve as mentors. "CLIMB assigns students to me periodically and checks in on the mentoring process including student involvement. CLIMB conducts an annual meeting of mentors and students to discuss the relationship and results."

In addition, respondents indicated several other functions:

- Attend functions
- Been Inside the Executive Chair twice
- Moderated Inside the Executive Chair once as a "pinch-hitter"
- Nominated four or five other CEOs to participate in the program

Respondents indicated that CLIMB is a mutually beneficial entity, both supporting agencies/businesses with "tools," and connecting them to faculty.

- "Just by the very nature knowing CLIMB exists provides me with the tools to work with them and assist in any way I can."

- “I run a business, not an agency; the only links I have built have been deepening relationships with members of the CSUSM faculty.”

Responses indicate that the value of CLIMB is multifold. CLIMB provides an “incredible service” both the companies and to the students; especially as the students enter the “real” world.

- “I learn from each student during any mentoring engagement. The students learn business basics and are exposed to a variety of business settings including professional/business associations and clients of my firm. I help to focus the students on achieving success in their desired area. I provide lessons learned insights from my own career and guide the student in networking, professional development, and business protocols. CLIMB provides an incredible service to students giving them access to business professionals (whose only agenda is to help them succeed) they otherwise would not meet for many years.”
- “As a mentor I work with students and in turn provide them access to individuals/corporations that are in my sphere of influence: government, corporations, community leaders, elected officials etc. “
- “We help students get a feel for life in business; additionally as a mentor I have found two students their first “real” job after graduation and have counseled others on their decision.”

E. Foster interdisciplinary work

The area of leadership is inherently interdisciplinary and CLIMB has encouraged interdisciplinarity in a variety of ways. Many of the seminars have involved speakers from diverse fields ranging from political science (presidential leadership) to health to music. Some of the faculty we surveyed said that they appreciated the fact that the speaker series was very broad in its focus encompassing many different areas. CLIMB has also collaborated with other entities on campus such as Women’s Studies and Center ARTES. Some of the faculty we surveyed mentioned that CLIMB has also been a resource for the Educational Leadership program in the College of Education.

II. FINANCIAL VIABILITY

In examining the financial viability of the Center for Leadership Innovation and Mentorship Building (CLIMB), the external funding history, and contributions were reviewed.

CLIMB was setup with an initial grant of approximately \$80,000 out of the Qualcomm's million dollar donation that was given to the College of Business in 2004. Thereafter, CLIMB received grants of approximately \$2,000. CLIMB has also collaborated with AKPsi to fund approximately \$500 per year for one of their speaker seminars.

CLIMB currently has a balance of approximately \$29,000. In reviewing CLIMB's spending from fiscal year 05/06 to 09/10, CLIMB has been able to reduce expenses each year (*see Financial Exhibit A*). During the first year, the Dean of COBA provided stipends for faculty directors to set up the Center. Thereafter these stipends were discontinued and the Center expenses dropped considerably. Much of this drop in expenses is because most of the program expenses are now covered by small sponsorships from local organizations and businesses and speakers agreeing to speak without any compensation. While this has worked for CLIMB up to this point, relying on this kind of sporadic support might be problematic in the future. CLIMB foresees that they would have to cover more of the expenses in the future, for the following reasons:

- Sponsorships from student organizations and local businesses for CLIMB seminars have dropped due to bad economic times;
- Speakers have increasingly been requesting honoraria/ speaker fees so it might be harder in the future to find speakers, who will speak without compensation;
- Feedback from the Executive Mentoring program has revealed the need for orientation and concluding sessions to be held every semester, which will need to be funded.
- As funding for faculty travel from other sources has decreased, it will be necessary for CLIMB to fund faculty travel to conferences if CLIMB wants to fulfill their goal of supporting innovative research on leadership issues.

Currently, CLIMB space and utilities are supported by the campus as are the other Centers and Institutes. Dr. Pillai receives approximately two units of release time for the Executive Director per semester from the Dean of College of Business. Also, CLIMB receives limited staff support from the Management and Marketing Department within COBA but this support has never been

formalized by the college. CLIMB continues to receive support from former students. CLIMB has managed to effectively utilize their network of faculty, staff, and former students who have volunteered their time to ensure the program's success.

III. ADMINISTRATIVE AND LEGAL VIABILITY

CLIMB currently operates with three directors (Pillai, Kohles, and Bennett). An office in Markstein Hall (MH 353) has been assigned to CLIMB for center functions. CLIMB operations run very efficiently. Internal responsibilities are typically executed in timely fashion. Although CLIMB's current financial needs are not demanding, the center has also been relatively successful in securing funds from COBA, local businesses, and private sector partners. There has been no evidence that CLIMB has operated outside prevailing policies, procedures, and regulations.

CLIMB currently functions without an advisory committee. Dr. Pillai stated that an advisory committee is not needed at this time because the CLIMB directors have access to many colleagues, alumni, and business leaders for input on center decisions. In essence, this leadership network serves as the "brain trust" for the center.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on self-study documents provided by the CLIMB director, responses to interview questions by CLIMB director Raj Pillai and Jeff Kohles, feedback received from students, faculty and members of the community, the committee concludes that CLIMB has fulfilled its charter. The committee would like to commend CLIMB for using its scarce resources efficiently to offer a whole range of high quality, academically sound programs that are successful in fulfilling the mission of the center and the college. In terms of academic viability, CLIMB has enhanced and strengthened curricular offerings in the area of leadership studies. The Center has provided rich learning and networking opportunities for students. These opportunities have contributed to student success while they are at CSUSM as well as in their careers after they graduate from CSUSM. The Center has also provided opportunities for faculty in leadership studies to pursue innovative research. It has also provided opportunities for faculty across the campus to learn more about leadership in a variety of different fields. Finally CLIMB has

strengthened connections with the community by bringing together faculty, students and community members in mutually beneficial partnerships. In terms of financial viability, we conclude that CLIMB is managed very effectively. However there might be an increase in expenses in the coming years. In terms of administrative viability, we conclude that the current structure is effective. Despite the lack of an official advisory committee, CLIMB has demonstrated that its directors collaborate and work together with faculty, students, administrators and community members to provide programs that meet the needs of these groups while fulfilling the mission of the center. In addition, given the fact that there is already an advisory committee at the college level, having another one at the center level might lead to duplication of effort and dilute fund raising efforts at both levels.

Based on our review the review committee recommends the following:

1. The charter for CLIMB be renewed for another six years;
2. Given the possibility of rising expenses in the future, the Center continue to collaborate with COBA as one of its signature programs. In return, a certain percentage of the funds raised at the college level should be put aside for supporting CLIMB programs;
3. The staff support for CLIMB which is currently implicit be made explicit by formally assigning staff support to the Center at 0.25 time base;

While the committee agrees with the self study that the current scale of the program be maintained in order not to dilute the quality of the program, we encourage the CLIMB leadership to begin planning for future growth in the student body five years from now, which might necessitate scaling up the size of the program.

CLIMB

FINANCIAL EXHIBIT A

<u>Fiscal Year</u>	<u>Expense</u>
05/06	26,115
06/07	4,227
07/08	2,785
08/09	187
09/10	224

