## ACADEMIC SENATE MEETING

# Wednesday, April 10, 2013 1 – 2:50 p.m. (approx.) Commons 206

- I. Approval of agenda
- II. Approval of minutes of March 6<sup>th</sup> meeting
- III. Chair's report: <u>Jackie Trischman</u> Referrals to cmtes:
  - Referrals to cmtes: APC Graduation requirement policy revision

APC Priorities for classroom scheduling FAC Library RTP policy revision

- IV. Vice Chair's report: <u>Vivienne Bennett</u> UBC update
- V. Secretary's report: <u>JMcDaniel</u> The following Senate item has been forwarded to the university administration:
  - APC Latin Honors policy SAC Student Course Grade Appeals policy
- VI. <u>President</u>'s report: Karen Haynes
- VII. Interim <u>Provost</u>'s report: Graham Oberem
- VIII. ASI report: Cipriano Vargas
- IX. <u>VPSA</u> report, Lorena Meza Unable to attend.
- X. <u>ASCSU</u> report: <u>Brodowsky/Meilich</u>
- XI. CFA report: Garry Rolison
- XII. <u>Standing Committee</u> reports: *written reports are attached*

XIII. Consent Calendar Pending EC action. 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.

- EC Academic Senate meeting schedule for AY 13/14
- FAC RTP Calendar for AY 13/14
- NEAC Recommendations
- UCC Course & program change proposals
- XIV. Action items These are items scheduled for a vote, including second reading items.
  - A. FAC Department Chair Selection policy & procedure
  - B. FAC Faculty Awards policy revision
  - C. GEC All-University Writing Requirement

XV. Discussion items *Pending EC action ("action" means a vote to forward an item to the Senate, but does not indicate EC endorsement). These are items scheduled for discussion (20 minutes, maximum), including first reading items.* 

- A. BLP/UCC Master's in Social Work program proposal
- B. FAC RTP for SSP-ARs policy revision
- C. GEC LDGE certification forms
- D. GEC Upper division General Education learning outcomes
- E. APC Graduation requirements policy revision
- F. FAC Library RTP policy revision
- G. APC Academic calendar for AY 2014/15 through 2017/18
- XVI. Senators' concerns and announcements

# CSUSM ACADEMIC SENATE MEETING SCHEDULE 2013/14

# 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 2013

August 22(tent.)Convocation: 9 - 11 a.m., M. Gordon Clarke Field HouseAugust 27New Senator Orientation, 12 - 1 p.m., UH 444September 4 Senate MeetingSenate MeetingOctober 2Senate MeetingNovember 6 Senate MeetingDecember 4 Senate MeetingDecember 4 Senate Meeting

## Spring 2014

January 16	(tent.)	Spring Assembly: 9 — 10:30 a.m. — Arts 240
February 5		Senate Meeting
March 5		Senate Meeting
April 9		Senate Meeting
April 23		Senate Meeting
May 7		Joint Senate Meeting (with newly elected 14/15 Senators)

All members of the CSUSM faculty are encouraged to join us. Only current, 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 12-2pm in KEL 5207 and on Senate days, from 12–12:50pm in COM 206.)

### <u>Fall 2013</u>

August 20 EC retreat/planning meeting August 28 Committee Chair Orientation / Business Item review September 4, 11, 18, 25 October 2, 9, 16, 23, 30 November 6, 13, 20 December 4

Spring 2014

January 22, 29 February 5, 12, 19, 26 March 5, 12, 19, 26 April 9, 16, 23, 30 *(Spring Break is March 31 – April 5)* May 7

# TIMETABLE FOR PERIODIC EVALUATION AND PERFORMANCE REVIEW 2013/14

	WPAF DUE	PRE-REVIEW FOR	COMPLETENESS	Candidate adds requested material no later than	PEER REVIEW		Candidate picks up re- commendation no later than	End of rebuttal/response period *	End of PRC response period			Candidate picks up re- commendation no later than	End of rebuttal/response period *	End of Dean's response period **	PROMOT		Candidate picks up re- commendation no later than	End of rebuttal/response period *	End of P&T Committee response period **		
REVIEW		Begin	End		Begin	End				Begin	End				Begin	End				Begin	Decision
Periodic Evaulation	WED	THUR	THUR	THUR	FRI	THUR	TUES	FRI	FRI	MON	MON	FRI	MON	MON							
(typically 1st, 3rd, and 5th	JAN	JAN	JAN	JAN	JAN	FEB	MAR	MAR	MAR	MAR	APR	APR	MAY	MAY	N/A	N/A	N/A	N/A	N/A	N/A	N/A
year)	15	16	23	30	31	27	04	14	21	24	21	25	05	12							
		5 Wor	k Days	7 Days	20 Wor	k Days	10 0	Days	7 Days	20 Wo	rk Days	10 [	Days	7 Days							
	MON	TUE	TUE	TUE	WED	MON	FRI	MON	MON	TUE	FRI	FRI	MON	FRI						FRI	
2nd Year Retention	AUG	AUG	SEP	SEP	SEP	SEP	OCT	OCT	OCT	OCT	NOV	NOV	NOV	DEC	N/A	N/A	N/A	N/A	N/A	JAN	FEB 15
	26	27	03	10	11	30	04	14	21	22	08	15	25	06						03	
		5 Wor	k Days	7 Days	14 Wor	k Days	10 C	Days	7 Days	14 Wo	rk Days	10 [	Days	7 Days						30 V	ork Days
2nd Year Retention w/optional Tenure and/or Promotion Review				nd Year R e/Presider			ng the Fe	eb 15 fina	al decisio	n for rete	ention) a	nd contir	nue with	the	FRI FEB 07	THUR MAR 20	tue MAR 25	<sup>FRI</sup> APR 11	<sup>FRI</sup> APR 18	MON APR 21	TENURE JUN 01 PROMO JUN 15
4th Year Retention (3rd or	TUE	WED	TUE	TUE	WED	TUE	FRI	MON	TUE	WED	THUR	WED	MON	MON						TUE	
5th year for faculty off	SEP	SEP	SEP	SEP	SEP	OCT	OCT	NOV	NOV	NOV	DEC	JAN	JAN	FEB	N/A	N/A	N/A	N/A	N/A	FEB	<b>JUN 01</b>
cycle)	03	04	10	17	18	22	25	04	12	13	19	15	27	03						04	
4th Year Retention w/	TUE	WED	TUE	TUE	WED	TUE	FRI	MON	TUE	WED	THUR	WED	MON	MON	TUE	MON	FRI	MON	MON	TUE	TENURE
optional Tenure and/or	SEP	SEP	SEP	SEP	SEP	OCT	OCT	NOV	NOV	NOV	DEC	JAN	JAN	FEB	FEB	MAR	MAR	APR	APR	APR	<b>JUN 01</b>
Promotion Rvw (3rd or 5th	03	04	10	17	18	22	25	04	12	13	19	15	27	03	04	17	21	07	14	15	PROMO
year for faculty off cycle)																					<b>JUN 15</b>
	TUE	WED	TUE	TUE	WED	TUE	FRI	MON	TUE	WED	THUR	WED	MON	MON	TUE	MON	FRI	MON	MON	TUE	TENURE
Tenure and/or Promotion	SEP	SEP	SEP	SEP	SEP	ОСТ	OCT	NOV	NOV	NOV	DEC	JAN	JAN	FEB	FEB	MAR	MAR	APR	APR	APR	JUN 01
Review	03	04	10	17	18	22	25	04	12	13	19	15	27	03	04	17	21	07	14	15	PROMO
																					JUN 15
		5 Wor	k Days	7 Days	25 Wor	k Days	10 0	Days	7 Days	25 Wo	rk Days	10 [	Days	7 Days	30 Wo	rk Days	10 0	Days	7 Days	30/40	Work Days
Post-Tenure	FRI						FRI					THUR									
Periodic Review	FEB						MAR					MAY									
	28						28		0		1	1					6.0		Le Ca		
	Holiday	/s/Break	s:					×	end date					e within 10 mes first.	) days of	receipt o	of the rec	commen	dation or	by the	
	Labor I Veterar			SEP 02 NOV 11				**						ubmit resp ver come		a candic	late's reb	outtal wit	hin seve	n days o	r

Thanksgiving

Spring Break

Cesar Chavez Day

NOV 28 - 29

**MAR 31** 

MAR 31 - APR 05

Winter Holiday/Break DEC 20 - JAN 14

Martin Luther King Jr. JAN 20

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.

# CONSENT CALENDAR

<b>NEAC Recommendations</b>	(to be	provided)

Committee	Seat & Term	Name(s)		
Academic Senate	CHABSS Spring 2013	Yuan Yuan		
Faculty Engagement Adv Cmte	At large 13/14	Ed Price		
Faculty Engagement Adv Cmte	At large 13-15	Jodie Lawston		
Faculty Engagement Adv Cmte	CHABSS-BSS 13/14	Joely Proudfit		
Faculty Engagement Adv Cmte	CHABSS-HA 13-15	Heidi Breuer		
Faculty Engagement Adv Cmte	CEHHS-HD/Kin/Nurs 13/14	Pam Kohlbry		
Faculty Engagement Adv Cmte	CEHHS-SoE 13-15	Annette Daoud		
Faculty Engagement Adv Cmte	CSM13/14	Bianca Mothe		
Faculty Engagement Adv Cmte	CoBA 13-15	Raj Pillai		
Faculty Scholarship Cmte	CHABSS 12-16	Sara Bufferd		
Provost Space Advisory Cmte	CEHHS 13-15	Jeff Nessler		
Provost Space Advisory Cmte	Library 13-15	Judith Downie		
Student Grievance Committee	Spring `13	Sandra Doller		
U Intellectual Property Cmte	At large	Kent Bolton		
U Intellectual Property Cmte	At large 12-14	Ann Lombard		
U Intellectual Property Cmte	At large	Zhiwei Xiao		

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SUBJ	No.	New No.	Course/Program Title	Form	Originator	Rec'd AP	To UCC	Action
ACCT	301		Intermediate Accounting I	C-2	Alan Styles	12/12/12	1/23/13	3/25/13
ACCT	416		Auditing	C-2	Alan Styles	12/12/12	1/23/13	3/25/13
MBA	P-2		MBA , Fully Employed Option	P-2	M Oskoorouchi	1/28/13	1/29/13	3/18/13
BA	671		Essential Knowledge and Critical Skills Workshops	C	M Oskoorouchi	1/28/13	1/29/13	3/18/13
BA	673		Meet the Leaders	С	M Oskoorouchi	1/28/13	1/29/13	3/18/13
CHEM	316		Chocolate: A Chemical Investigation	C	J Trischman	12/3/12	1/17/13	3/18/13
MATH	P-2		M.S. in Mathematics	P-2	Amber Puha	12/3/12	1/17/13	3/11/13
ОМ	428		Supply Chain Management	C-2	R Aboolian	2/14/13	2/20/13	3/25/13
SPAN	201C		Intermediate Spanish for the Medical Field	С	V Anover	3/8/13	3/12/13	3/25/13
VSAR	301		Materials & Themes of Art	C-2	Judit Hersko	10/11/12	10/16/12	3/18/13

UCC Course & Program Change Proposals

1	FAC: Department Chair Selection Policy & Procedure
2 3	Rationale: In Spring 2012, the Academic Senate approved an interim policy to incorporate Lecturer
4	faculty input in the department chair selection process, in compliance with Lecturer faculty rights as per
5	the CBA. On 3/6/13, FAC recommended to the Academic Senate the interim policy be made permanent,
6 7	thus institutionalizing a system for including lecturers in the process. At the first reading, the element of the document that generated most of questions was a new issue, having to do with the balloting process,
8	specifically:
9	
10	"Ballots will have each nominee's name and instructions to select 'Recommend,' 'Do Not
11	Recommend,' or 'Abstain' for each name.
12 13	Other concerns were raised as well. FAC considered all of this feedback. For the second reading, FAC
14	has amended the document, summarized here and tracked in the document:
15	(1) creating a standard "ballot" that would be used by all units;
16	(2) differentiating between uncontested and contested ballots
17	(3) recommending a new section in the document called "Selection of Department Chair by
18 19	President's Designee" which spells out more fully the role of the Dean, the designee, and also provides some feedback to the Department;
20	(4) reformatting the document for clarity.
21	
22	<b>Definition</b> : A procedure regarding the process for selecting recommendations for department chair.
23 24	Authority: President of the University.
24 25	Autority. President of the Oniversity.
26	Scope: Departments within Academic Affairs.
27	
28	I. Principles for the Selection of Department Chairs
29 30	A. Eligibility Any full-time probationary or tenured faculty member is eligible to serve as a
31	department chair.
32	
33	<u>B.</u> Nomination Process
34	<u>1.</u> Nominations shall be open for a minimum of one week.
35	2. Potential candidates may self-nominate or be nominated by Lecturer or tenure –track faculty
36	in the department.
37 38	<u>3.</u> Permission shall be given by the nominee(s) before a name is placed on the ballot. <u>1.4.</u> Nominations shall be collected by the Dean's office.
38 39	A.C. Eligible Voters
40	<u>1.</u> All tenure-track faculty are eligible to vote for nominated candidates.
41	$\overline{2}$ . All Lecturer faculty with a minimum of 2 semesters of employment in the department are
42	eligible to_vote for nominated candidates.
43	3. In the academic year in which the nominating process occurs: (1) tenure-track faculty shall have a full vector (2) each least the graph $a''_{i}$ were aball by graph action of the articlement.
44 45	have a full_vote; (2) each lecturer faculty member's vote shall be proportionate to the entitlement time-base for_contracted lecturer faculty and rounded to the nearest tenth.
46	4. Faculty with split appointments <u>are</u> entitled to vote in both departments in accordance with C.
47	to C.3 above.
48	
49 50	II. Faculty Participation in the Selection of Department Chairs
50 51	A. Ballot Preparation
52	1. The Dean's office shall prepare the electronic ballots.
53	2. The ballot shall contain the names of one or more nominees.

54

- 3. The ballot below shall be used in all units:
- 5556 Department Chair Recommendation Ballot
- 57 Each eligible faculty member is encouraged to participate in the process of selecting the Department
- 58 Chair. Faculty votes are anonymous, and the Dean's office will maintain strict confidentiality. Each
- 59 *faculty member shall mark their preference in the nominee table.*
- 60

<u>Single Nominee</u>	Mark "Approve" or "Do Not Approve"
	•

61

Nominees	Select one nominee only; do not make other marks	

63	
64	B. Faculty Participation
65	<u>1.</u> The Dean's office will oversee the voting.
66	2. The voting shall take place during the last year of the incumbent's term.
67	3. The electronic voting period will be one week.
68	4. The Dean's office will count the ballots and report the tenure track and lecturer votes
69	separately to the Dean. All votes shall be collected, stored and maintained in such a way
70	to protect the anonymity of all voters.
71	
72	III. Selection of Department Chair by President's Designee
73	
74	A. When selecting the chair, the President's designee will take into consideration the total votes
75	cast by the department.
76	B. The President's designee will inform the department who has been appointed as department
77	<u>chair.</u>
78	

1	FAC: Faculty Awards Policy revision
2 3 4	<i>Rationale:</i> FAC (1) eliminated all references to the Wang Award, and (2) extended the timelines based on recommendations of committee last year.
5	Procedure
6	The following defines the process used at Cal State San Marcos to recognize one of our faculty each year
7	as the Harry E. Brakebill Outstanding Professor. and to determine the Cal State San Marcos nominees for
8	the CSU-wide Wang Family Excellence Awards.
9	
10	<u>Timetable</u>
11	Spring: Call for candidates for the Faculty Awards Selection Committee. Committee selection shall be
12	part of the Academic Senate election process.
13	First week April: Distribution of information on the Brakebill Awards, the timeline, and the nomination
14	process by the Academic Senate office.
15	Last week April <u>Third Week May</u> : Last day to nominate for the Brakebill Award. Nominations due in
16	Academic Senate Office no later than the last day of the semester.
17	First Third week May: Selection Committee shall have met and elected its chair. Name of the chair shall
18	be forwarded to the Academic Senate Office no later than the last day of the semester.
19	Second First week MayJune: Acceptance letters due in Academic Senate Office from Brakebill
20	nominees.
21	Summer: Preparation of Brakebill dossiers.
22	First Third week September: Dossiers due in Academic Senate office. Selection Committee starts its
23	review process.
24	Last week SeptemberSecond week October: Recommendation for the Brakebill recipient due to the
25	president.
26	<b>First Second week October</b> November: President informs campus community of Brakebill recipient.
27	October: Distribution of information on the Wang Award, the timeline, and the nomination process by the Academic Senate office.
28 29	Last week November: Last day to nominate for Wang. Nominations due in Academic Senate Office.
29 30	<b>First week December:</b> Last day to nominate for wang. Nominations due in Academic Senate Office.
31	<b>December:</b> Preparation of Wang dossiers.
32	First week Spring Semester: Dossiers due in Academic Senate office. Selection Committee starts its
33	review process.
34	<b>First week February:</b> Recommendations for the Wang nominees due to the president.
35	Second week February: President informs campus community of Wang nominees.
36	Third week February: Wang dossiers submitted to Chancellor's Office.
37	(or date announced by Chancellor's Office)
38	
39	I. FACULTY AWARDS SELECTION COMMITTEE
40	The Faculty Awards Committee shall recommend a Brakebill recipient and four Wang nominees to the
41	president. The Academic Senate shall conduct elections for this committee during its Spring election. The
42	committee shall consist of one faculty representative from each College/Library, one part-time faculty
43	representative, one at-large member from former recipients of the Brakebill Award, one student
44	(recommended by ASI), and an administrator recommended by the provost. Members of the committee
45	may not nominate candidates for the award.

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47 II. BRAKEBILL OUTSTANDING PROFESSOR AWARD

48 Although we recognize that there are many outstanding faculty members at Cal State San Marcos, each

49 year we would like to honor one of our faculty to highlight exceptional accomplishments. This Award is

- 50 given to faculty on the basis of outstanding contributions to their students, to their academic disciplines,
- 51 and to their campus communities. The nominees are expected to have records of superlative teaching.
- 52 Quality contributions in the areas of research, creative scholarship, and service to the campus and the
- community are also taken into consideration, but they shall not be a substitute for the basic requirement of excellence in teaching. The evaluation of a nominee's file shall focus on the transmission of the university
- AS 04/10/2013 Page 7 of 107

- 55 values to students through evidence of excellent teaching practices and the impact of his/her teaching in
- 56 positioning the University as a learner-centered institution.
- 57
- 58 A. Who can be nominated?
- 59 All Unit 3 members are eligible to be nominated for the Brakebill Award by colleagues, students, former
- students, alumni, and/or staff. Nominees shall acknowledge their willingness to participate by sending an 60
- acceptance letter to the Academic Senate Office. Though former recipients of the award may accept 61
- nominations for the Wang Award, they are excluded from accepting a nomination for the Brakebill 62
- Award. Members of the Selection Committee may not accept nominations for either the award. 63
- 64
- 65 B. How are faculty nominated?
- 66 The individual nominating a professor must formally submit a letter that substantiates the nomination to
- the Senate Office. This letter shall indicate how the nominator knows the nominee, a statement of his/her 67
- qualifications as an outstanding professor, and, if a student, courses he/she has taken from the nominee. 68
- The same individual(s) shall assist the nominee in obtaining the necessary letters of support. It is 69
- recognized that most faculty have excellent records at Cal State San Marcos. However, the record of 70
- 71 outstanding performance is often not well documented by the faculty members themselves. It is awkward 72 for a faculty member to solicit such documentation on his/her own behalf. It is important that others in the
- campus community assist nominees in the development of a dossier that accurately represents the 73
- 74 individual's performance and impact in teaching as well as the other areas of consideration. Individuals
- who are invited to submit letters of support should be aware that the dossier is open to the nominee who 75
- 76 prepares it.
- 77

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- C. What are the criteria on which nominees will be judged? 78
- 79 The evaluation of a nominee's file shall focus on the evidence of excellent teaching practices and the
- impact of his/her teaching in positioning the University as a learner-centered institution. The committee 80
- 81 shall make its recommendation based solely on the materials submitted. The file shall contain written
- statements from students (current and former), from faculty, and/or from members of the community 82
- which evidence excellence in teaching. A nominee's contributions to his/her academic discipline and the 83

#### 84 campus community shall be evaluated to ascertain their quality and the contribution of these activities to

- 85 the nominee's teaching. 86
  - The file shall be collected in a small binder and organized according to the following:
    - 1. Nomination letter
  - 2. Complete curriculum vitae
- Written statements of support (each should identify the writer and describe the type of evidence 3. 90 used as a basis for judgment):
  - a. Up to 5 statements from colleagues, administrators, and/or community members
  - b. Up to 10 statements from present and former students
- 4. Five pages (single-spaced, single-sided) of narrative of teaching philosophy, research activity and 93 achievements as member of the campus and broader communities. 94
  - 5. Evidence of achievements as a teacher: One to four course packets that include syllabus, lesson plans, student evaluations with comment sheets, 1-2 other items of the nominee's choice.
- 6. Evidence of achievements as a member of the profession (e.g., publications, funded grant 97 98 proposals, research awards): One to three items.
  - 7. Evidence of achievements as a member of the campus and the broader communities (e.g., service awards, products of services provided): One to three items.
- 100 101 102

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#### 103 D. How is the Award announced?

- 104 The Academic Senate Chair shall prepare a letter of recognition to all nominees congratulating them on
- their nominations. Nominees who accept nominations and submit their files for review shall be publicly 105
- recognized on campus through Academic Senate minutes. The president or his/her designee shall notify 106
- the selected Brakebill recipient and shall then announce his/her name to the campus community. 107

- 108
- 109 *E. How is the Brakebill award recipient honored?*
- 110 The University shall provide funds to allow a substantial award and meaningful recognition in honor of
- 111 the Brakebill award recipient.
- 112

# 113 III. CSU WANG FAMILY EXCELLENCE AWARD

- 114 The CSU Wang Family Award has been instituted to recognize faculty from across the CSU system who
- 115 have distinguished themselves by making exemplary contributions in their academic disciplines and by
- 116 having a discernable impact on their students. Four faculty members will be honored by the CSU each
- 117 year, with each honoree receiving a substantial cash award. A nominee is a faculty member who is
- 118 making multi-faceted contributions to the learning community through such activities as publishing,
- 119 including students in his/her research, by being involved in community service, or by recruiting students.
- 120 Successful nominees are those who go well beyond what is expected for their job responsibilities and
- 121 performance.
- 122 A. Who can be nominated?
- 123 All Cal State San Marcos probationary and tenured faculty members who have participated successfully
- 124 in a campus peer review process within the last two years are eligible for nomination for the Wang
- 125 Award. Each year, Cal State San Marcos may nominate one faculty member from each of the following
- 126 divisions:
- 127 Visual and Performing Arts and Letters
- 128 Natural Sciences, Mathematical and Computer Sciences, and Engineering; Social and Behavioral
- 129 Sciences and Public Services; and Education, Professional, and Applied Sciences Fields.
- 130 The disciplines subsumed under each of the categories are included in the Appendix to this policy.
- 131 B. How can faculty be nominated?
- 132 Nominations for the Wang Award may be made by faculty, academic administrators, alumni, and/or
- 133 students, and may be done by email or hard copy to the Senate Office. This letter shall indicate how the
- 134 nominator knows the nominee, a statement of his/her qualifications as an outstanding professor, and, if a
- 135 student, courses he/she has taken from the nominee.
- 136 *C. What are the criteria on which nominees will be judged?*
- 137 Wang Award recipients shall be faculty who have distinguished themselves by exemplary contributions
- 138 and achievements in their academic disciplines and areas of assignment. The achievements must advance
- 139 the mission of the University, bring benefit and credit to the CSU, and contribute to the enhancement of
- 140 the CSU's excellence in teaching, learning, research, scholarly pursuits, student support, and community
- 141 contributions.
- 142 Dossiers for the Wang Award are limited to a curriculum vitae and a five page (single-spaced, single-
- 143 sided) narrative.
- 144 The president shall provide to the Chancellor's Office a separate cover letter for each Wang nominee; this
- 145 letter may be up to two pages in length.
- 146

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# Appendix: Wang Award Divisions

- 148 Visual and Performing Arts and Letters
- 149 Art, Music, Theatre Arts, Dance
- 150 Foreign Languages
- 151 English, Comparative Literature
- 152 Classics
- 153 Humanities
- 154 Linguistics, Speech Communication
- 155 Philosophy
- 156 Natural Sciences, Mathematical and Computer Sciences and Engineering
- Biology, Biochemistry, Ecology, Microbiology, Genetics, Toxicology
- Chemistry, Physics, Astronomy, Geology, Earth Science, Meteorology, Oceanography
- 159 Mathematics, Statistics
- 160 Computer Science, Information Systems

161	All forms of Engineering
162	Environment Science
163	Social and Behavior Sciences and Public Service
164	<ul> <li>Psychology, Human Development</li> </ul>
165	<ul> <li>Public Administration, Recreation Administration</li> </ul>
166	<ul> <li>Social Work, Gerontology</li> </ul>
167	• Deaf Studies
168	<u>Criminal Justice/Criminology</u>
169	Fire Protection Administration
170	<ul> <li>Anthropology, Archeology</li> </ul>
171	• Economics
172	• History
173	• Geography
174	Political Science, International Relations
175	Sociology
176	Ethnic Studies (including Asian American Studies, African American Studies, Native American
177	Studies, Mexican-American/Chicano/Latino Studies)
178	Urban Studies
179	Labor Studies
180	Cultural Resources Management
181	Area Studies (including American Studies, Asian Studies, European Studies, etc.), Women Studies
182	Education and Professional and Applied Sciences
183	<ul> <li>Professional Preparation of Teachers, Curriculum and Instruction, Educational</li> </ul>
184	Leadership/Administration, Special Ed.
185	<ul> <li>Speech Pathology and Audiology/Communicative Disorders</li> </ul>
186	Library and Information Science
187	Counseling
188	Kinesiology/Physical Education
189	<ul> <li>Industrial Arts, Industrial Technology</li> </ul>
190	<ul> <li>Agriculture, Agronomy, Soil Science, Animal Science, Horticulture</li> </ul>
191	<ul> <li>Dietetics/Nutritional Science, Forestry, Natural Resources Management, Architecture,</li> </ul>
192	<ul> <li>Environmental Design, Interior Design, Landscape Architecture,</li> </ul>
193	<ul> <li>Urban/Rural/Regional, Planning,</li> </ul>
194	<ul> <li>Business (incl. Accounting, Marketing, Management, Finance, Hospitality Management, Human</li> </ul>
195	Resources Management, etc.)
196	<ul> <li>Public Relations, Journalism, Mass Communications, Radio-TV-Film, Advertising</li> </ul>
197	<ul> <li>Health Science, Nursing, Health Care Management, Occupational Therapy, Physical Therapy,</li> </ul>
198	Public Health, Genetic Counseling, Biomedical Clinical Science, Radiological Health Physics
199	<ul> <li>Family and Consumer Sciences, Child Development, Apparel Merchandising and Management</li> </ul>
200	Marine Transportation

1		GEC: All-University Writing Requirement						
2								
3	<i>Rationale</i> : This is a new policy that reflects the current practice of the all-university writing requirement.							
4	Using the catalog language as the basis, the policy allows for a pro-rated requirement depending on the							
5	units in the co	urse.						
6	D. 6. 141							
7	<b>Definition</b> :	This policy outlines the pro-rated all-university graduation requirement for writing.						
8 9	Authority:							
9 10	Authority.							
11	Scope:	Undergraduate students						
12	I. I. I.							
13								
14	All CSU unde	rgraduate students must demonstrate competency in writing skills as a requirement for						
15	graduation. At	t Cal State San Marcos, undergraduate students complete the graduation writing assessment						
16	U	Il-University Writing Requirement. This requirement mandates that every undergraduate						
17		Iniversity must have a writing component, of at least 2,500 words (approximately 10						
18		II-University Writing Requirement which can be achieved in a variety of ways, depending						
19		The writing requirement for individual undergraduate students will vary by course units, as						
20	follows:							
21								
22	-	= 2,500 words (approximately 10 pages)						
23	2  units = 1,700							
24	<u>1 unit = 850 w</u>	<u>vords</u>						
25								
26		dergraduate student will write a minimum of 850 words for a 1 unit course, a minimum of						
27	<u>1,700 words fo</u>	or a 2 unit course, or a minimum of 2,500 words for courses of 3 units or more. All writing						

- 1,700 words for a 2 unit course, or a minimum of 2,500 words for courses of 3 units or more. All writing will be in English or a written language that meets the university's "language other than English requirement" (LOTER).

## Report from BLP, Master's in Social Work (MSW) (from CEHHS)

The Budget and Long Range Planning Committee (BLP) has discussed the proposed Master's in Social Work (MSW). We gave attention to the immediate and long-range enrollment prospects for this proposed degree program as well as the resource implications of the program's launch. We appreciate the cooperation of the faculty proposers from CEHHS and the assistance of the leadership within Extended Learning, which proved invaluable in allowing us to complete our work. BLP submits the following analysis of the impact of this program to the Academic Senate to guide senators in their consideration of the proposal.

This 60-unit program would be run as a self-support program through Extended Learning. MSW programs are subject to accreditation by the Council on Social Work Education (CSWE). CSWE accreditation is required for any MSW program whose graduates intend to apply "for licensure as a clinical social worker in California or any other state" (P-form, p. 16). The application for accreditation is currently underway.

### **Program Demand:**

The P-form discusses likely demand for the program. For example, existing MSW programs throughout the CSU are enrolled at capacity and are turning students away:

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"In fall 2010, system wide there were 5,925 applicants. Of those applicants, only 1,686 were offered admission. Although there is some duplication due to applications at multiple campuses, there are nonetheless a significant number of qualified applicants who were not admitted due to limited capacity" (MSW P-form, p. 21).

Survey research conducted at CSUSM indicates Sociology, Human Development, Liberal Studies, and Social Sciences as promising majors from which MSW applicants can be recruited (P-form, p. 21). While BLP members raised questions about job prospects for MSW candidates given contemporary budget cutbacks in the public and nonprofit sectors, the proposers and Extended Learning remain confident about the marketability of the degree. For example, the P-form cites Bureau of Labor Statistics (BLS) projections indicating especially strong job growth in the field of social work through 2020 (p. 19). An email from Mike Schroder, Dean of Extended Learning, notes, "The BLS forecasts a 34% employment growth for healthcare social workers, 31% for mental health and substance abuse social workers, and 20% for child, family, and school social workers" (email from Dean Schroder, January 25, 2013). Locally, the San Diego Workforce Partnership projects "an 8.1 percent reported growth rate for social workers in San Diego County" (cited in P-form, p. 19).

In delivering a self-support program, it is critical that costs be accurately projected to establish a tuition and fee structure that provides sufficient program resources while also allowing the marketing of a costcompetitive program to students. Current projections estimate a tuition structure of \$475/unit (running \$28,500 for a 60-unit program), as well as a mandatory campus fee of \$477 for each semester in which a student enrolls in the program (P-form, p. 24, as updated by EL memo, 2/6/13).<sup>1</sup> Program proposers

<sup>&</sup>lt;sup>1</sup> According to EL Associate Dean Sarah Villarreal, "These campus-based mandatory fees include Academic Records, ASI, Athletics, and EL Technology Fee, and the Student Union fee." A full breakdown of these fees for EL students can be found at <u>http://www.csusm.edu/el/aboutus/fees.html</u>. The campus fees for students enrolled in state-support programs can be found at

http://www.csusm.edu/schedule/spring\_2013/fees\_and\_charges.html.

and Extended Learning officials are confident that this tuition/fee structure allows for the marketing of a cost-competitive program. When asked for follow-up information about the cost-competitiveness of the program, Extended Learning provided a detailed cost comparison, which is attached with this report.

Accessibility Concerns: The Department of Sociology provided a detailed review of the program proposal. One concern expressed was that the "packed curriculum" would disadvantage less financially secure students (Memo from Sociology). It should be noted that the program will provide both a full-time and a part-time option from its very first year. Sociology's memo also requested that EL and the program proposers work to build scholarships that would be available to financially disadvantaged students from underrepresented populations. While there is currently no line item in the Social Work budget to cover scholarships, students in this program will be eligible for financial aid available to students in stateside programs. Additionally, several financial aid programs exist specifically to support MSW students, including the California Social Work Education Center (CalSWEC), for which CSUSM's MSW students could become eligible beginning possibly as early as Year 2 of our program. Further, EL is currently exploring options to develop scholarship programs for students in self-support programs (MSW response memo, p. 3).

**Resource Implications:** This is a resource-intensive program, and a significant portion of costs is driven largely by accreditation requirements established and evaluated by the Council on Social Work Education (CSWE). For example, accreditation requirements specify Student-Faculty Ratios (SFRs) at 12:1 or below (P-form, p. 27). As a self-support program, all resources must be funded through tuition and fees. Thus, it is critical that program costs are carefully considered in advance of the program's launch. The draft budget developed by Extended Learning has been made available on BLP's Community page. We explore some of the critical resource requirements here.

# Faculty

Searches for two tenure-track faculty positions (including one faculty position to serve as MSW Director) are currently underway;<sup>2</sup> if the program is approved by the Academic Senate and ultimately by the Chancellor's Office, a full-time lecturer will also be appointed to serve as Field Director before the program launches. Once the program is launched, CSWE requires that two more tenure-track faculty be hired by the start of its second year and that at least one more position must be added by its third year. Lecturer faculty will be hired as needed to cover individual classes.

### Space

No labs or other "clinical facilities" have been requested for the program. The MSW will be offered through use of existing classrooms on the CSUSM campus, so Academic Planning & Resources (APR) will need to accommodate classroom requests within existing instructional space. The program will also

<sup>&</sup>lt;sup>2</sup> Per CSWE accreditation requirements, two tenure-track faculty positions must be in place before the program launches. Should the Senate decline to approve the program, the faculty searches will be cancelled; should the program be approved by CSUSM but delayed past Fall 2013 (for example, pending approval from the Chancellor's Office), the Dean of CEHHS and the Interim Provost have agreed that the tenure-track faculty members hired would teach courses for Human Development, also within the College of Education & Health & Human Services. It should also be noted that the CBA does allow that if no program exists for tenure-track faculty members to offer, then layoff procedures could potentially be implemented for such faculty. Questions have been raised about whether the Director will be hired as a faculty or MPP position: according to CEHHS Dean Janet Powell, this will be a faculty position.

require substantial office space to accommodate anticipated hires (6 full-time faculty positions plus lecturers by the program's third year of operation, as well as 1 staff support position). The offices will be assigned from within University Hall; a consultative process within CEHHS is currently underway for assigning office spaces for faculty and staff throughout University Hall.<sup>3</sup>

# Staff

The program will require 1 full-time staff support position, to be funded by Extended Learning. While tenure-track faculty members and the assigned Field Director will carry significant advising responsibilities, students' degree advising will be provided by staff within Extended Learning. According to EL's Dean Schroder, 2 full-time staff members from Extended Learning will be available to work with MSW students.

## Library

Library database subscriptions have been a matter of ongoing discussion between the program champions and the Library. Research conducted by the Library indicates that a fully-funded program could require up to \$26,000/year in subscription fees (*not* allowing for standard inflationary rate increases). Based on consultation with curriculum consultants from SDSU and further discussions with the Library and the program's faculty champions, Extended Learning has currently budgeted \$12,524/year for the first 5 years of the program,<sup>4</sup> but this number would need to be revisited after incoming faculty members can be consulted. Library faculty and staff will monitor usage of research materials as well as Inter-Library Loan (ILL) and other assistance requests to evaluate whether/how the subscriptions and support services need to be expanded.

## IITS

Per the existing Extended Learning's existing MOU with CSUSM, IITS services are funded by "Direct chargeback for pre-approved services on a billed-quarterly basis (to include both instructional and administrative services)." Also, "Added contract services are paid separately."

**Potential Impact on Other Programs:** The Department of Sociology expressed concerns that launching an MSW at CSUSM could reduce demand for the existing Master's in Sociological Practice (MASP) degree as well as the B.A. in Sociology if "undergraduates assume a line of progress from an HD B.A. to the MSW" (Memo from SOC). MSW champions responded to a request from SOC that CEHHS make clear "how program leaders and advisers will distinguish the MSW from the MASP degree when they are asked to do so by prospective students" (Memo from SOC). As noted by MSW champions, MSW students will be recruited from a range of undergraduate majors (rather than just HD); the MSW champions also urged collaboration between SOC and MSW to help Undergraduate Advising Services and Career Center staff to understand the difference between the theoretical, research-oriented MASP and the direct practice and clinically-oriented MSW degree (MSW response memo).

<sup>&</sup>lt;sup>3</sup> At BLP's request, CEHH's Dean Powell provided a breakdown of anticipated office space needs across CEHHS and available within University Hall as the building is renovated over the next several years. According to the Dean's office and as reviewed by BLP, the planned renovation of University Hall will result in sufficient office space to house all tenure-track faculty within CEHHS into the next several years. According to Dean Powell, office space for tenure-track and lecturer faculty as well as staff will be allocated through a consultative process to include the entire College.

<sup>&</sup>lt;sup>4</sup> Depending on enrollment demand, in Year 2 one or both of the two concentrations will be offered: 1) Behavioral Health; and 2) Children, Youth, and Families. It is anticipated that any optional specializations (and resulting Library subscription needs) will evolve as the first cohorts move through the program and as the program builds out.

# Masters of Social Work

Total Units	School (CSU/California)	Length	*Tota	Cost: Tuition	Per	Semester	per unit	
63	CSU Chico	2	\$	16,412.00	\$	4,103.00	\$ ·	260.51
60	CSU Dominguez Hill	2	\$	12,696.00	\$	3,174.00	\$	211.60
60	CSU Fullerton	2	\$	13,476.00	\$	3,369.00	\$	224.60
60	CSU Long Beach	2	\$	13,476.00	\$	3,369.00	\$	224.60
63	CSU Northridge	2	\$	13,860.00	\$	3,465.00	\$	220.00
60	CSU Sacramento	2	\$	10,944.00	\$	2,736.00	\$	182.40
60	Humboldt State University	2	\$	12,696.00	\$	3,174.00	\$	211.60
60	San Diego State University	2	\$	15,688.00	\$	3,922.00	\$	261.47
54	San Jose State University	2	\$	13,476.00	\$	3,369.00	\$	249.56
60	UC Berkeley	2	\$	56,940.00			\$	949.00
78	Loma Linda University	2	\$	51,480.00			\$	660.00
60	USC	2	\$	85,200.00			\$	1,420.00
60	Azusa Pacific University	2	\$	33,600.00			\$	560.00
		Average 2 year program	\$	26,918.77			\$	433.49

Total Units	School (National)	Length	Cost: Tuition	per unit
61	Hawaii Pacific University	2 yrs.	44,835	735
50	University of Denver	1 or 2 yrs.	40,000	800
60	Morgan State University	2 yrs.	24,000	400
71	Boston College	3 or 4 yrs.	63,900	900
60	New Mexico State University	2 or 3 or 4 yrs.	40,020	667
60	Arizona State University	2 or 3 yrs.	36,000	600
60	Millersville University	2 or 4 yrs.	25,200	420
52	Walla Walla University	2yrs.	27,820	535
		Average 2 year program	\$ 37,721.88	\$ 632.13
		Average CSU/CA/National	\$ 33,819.52	\$ 612.26

60	***CSU San Marcos Graduate Tuition	\$ 13,476.00	\$ 3,369.00	\$ 224.60
60	EL MSW	\$ 28,500.00		\$ 475.00

\*Total cost of tuition based on 4 academic semesters including summer term

\*\*Most CSU MSW programs are funding by state support

\*\*\*Tuition based on Fall 2012 Tuition and Fees

\*San Marcos will be the only self support 2 year program

#### 5 UCC Report:

6 7 After careful review and extensive discussion with the originators and among UCC members, UCC approved The Master 8 of Social Work (MSW) Program. The program is a two year, 60 units, and full-time graduate program. It consists of 30 9 units in the generalist foundation year and 30 units in the concentration year. Students will choose one of these two 10 concentrations: Children, Youth, and Families (CYF), or Behavioral Health (BH). Students in either the CYF or BH 11 concentrations may select one optional specialization from one of these two areas: Health Care and Older adults, or 12 Military and Veterans' Services. The MSW program will adhere to the Council on Social Work Education (CSWE) 2008 13 Educational Policy and Accreditation Standards (EPAS) for assessments and student learning outcomes. To make its 14 graduates to be eligible for licensure as a clinical social worker in California or any other state, the University will apply 15 for MSW program national accreditation by the Commission on Accreditation of the CSWE. 16

# Proposed Catalog Language for the Master of Social Work:

20 The Master of Social Work (MSW) program is designed to develop culturally competent, ethical, and effective professionals for direct 21 social work practice with diverse populations. Students choose from concentrations in Children, Youth and Families, and Behavioral 22 Health, with optional specializations in Healthcare and Older Adults, and Military and Veterans' Services. The MSW program will 23 prepare students for direct practice in public, private, and non-profit agencies and organizations in social services, child welfare 24 services, human services, healthcare, and mental health settings. 25

### Mission

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26 27 The Mission of the Master of Social Work program at California State University San Marcos is to provide an academic and 28 professional education of the highest quality to students seeking to become committed social work professionals engaged in direct 29 social work practice in culturally, economically, and socially diverse rural and urban environments, especially in San Diego and 30 Riverside Counties and the Southern California region. The program's concentrations focus on serving the needs of children, youth, 31 and families, and caring for the behavioral health needs of individuals and families in our communities. Working primarily in public, 32 private, and nonprofit agencies, graduates help culturally-diverse individuals, families, organizations, and communities recognize 33 their strengths, access needed resources, and empower themselves to reach their goals and potential. 34

The goals of the MSW program are based on the mission of the MSW program, and are intended to further operationalize the mission. They are applicable to both the foundation and advanced concentration curriculum. These goals are listed below.

The following eleven program goals are based upon the mission of the MSW program and are consistent and congruent with the Council on Social Work Education (CSWE) Educational Policies 1. 0, 1.1, and 1.2.

### Program Goals:

- To provide a curriculum built on a liberal arts perspective that is evidence-based with an emphasis on critical thinking in the 1. examination, analysis, and communication of relevant information;
- To provide a curriculum that is current and relevant regarding social work knowledge, skills, and values required to meet the 2. service needs of the diverse populations of San Diego and Riverside Counties and the Southern California region;
- To educate social work professionals for practice in public social service and not-for-profit organizations accountable for 3. responding to societal problems such as poverty, mental illness, family instability, and child abuse;
- 4. To educate social work professionals who can assist individuals, families, and groups at various levels of functioning in the accomplishment of self-determined life goals and in the resolution of difficulties and distress through problem solving;
- 50 To prepare students to aid and support improved social functioning of individuals, families, and groups, using a range of planned 5. prevention and intervention methods, empowering the recipients of services, minimizing risk factors, and promoting protective 52 factors:
- 53 To educate and develop students to understand the impact of racism, sexism, and other forms of oppression and discrimination, 6. 54 and to have the skills to address the social problems that are a result of these forms of oppression;
- 55 To prepare students to adhere to the ethical codes and principles set forth by the National Association of Social Workers; 56
  - 8. To prepare social work students to understand the role that economic, political, and various social systems contribute to social and economic justice and injustice;
- 58 To prepare social work students to be effective and responsive facilitators of change in increasingly complex, and socially, 9. 59 culturally, and racially diverse communities, and reflect the professional social worker's commitment to social justice in a 60 culturally- and economically-diverse environment;
- 61 To prepare social work students to develop and use research, knowledge, and skills to support their practice; 10.
- 62 To create social workers who are committed to their own continued education because they understand active participation in 63 life-long learning is an important aspect to effective and professional social work practice.

#### 65 Student Learning Outcomes:

- 66 Upon completion of the MSW program, graduates will demonstrate the following 14 program objectives:
- 67 Understand and are committed to the role of social work as a profession, including its values and ethics. 1.

68	2.	Analyze and apply knowledge of human behavior in the context of social environments from a biopsychosocial strengths-based
69		perspective using applicable theories and research.

- 70 Understand, value, and respect multiculturalism, as well as recognize and apply skills and techniques to be agents of change to 3. 71 issues of racism, sexism, homophobia and other forms of oppression, discrimination, and social and economic injustice at the 72 individual, family, organizational, and governmental levels.
- 73 Use practice communication skills necessary for effective social work practice with systems of all sizes. 4.

74 Apply theoretical frameworks that explain individual and family development across the life span, as well as developmental 5. 75 theories that apply to groups, organizations and communities.

- 76 Apply knowledge and skills of a generalist social work perspective that is contextually and culturally competent. 6.
- 77 Develop and practice intervention techniques that are effective in advancing social and economic justice. 7.
- 78 An ability to analyze social welfare policies for their effectiveness in alleviating social problems. 8
- 79 Utilize advocacy and practice techniques for influencing change and strategies that are consistent with social work values and 9. 80 promote social advancement.
- 81 Apply knowledge and skills of advanced social work practice in the specialized areas of Children, Youth and Families and 10. 82 Behavioral Health.
- 83 An ability to evaluate research findings for their contribution to evidence based social work practice. 11.
- 84 12. Commitment and ability to assess one's own skills and techniques in practice.
- 85 Able to function effectively within the structure of organizations and various service delivery systems, and apply skills and 13. 86 knowledge to facilitate change necessary to promote social work values and ethics.
- 87 Utilize supervision and consultation appropriately. 14. 88

#### 89 Admission Requirements and Application

90 Admission into the Master of Social Work program requires an undergraduate degree from an accredited college or university.

- 91 Computer literacy is expected. The bachelor's degree course of study typically includes a liberal arts foundation and coursework in the 92 social and behavioral sciences. The appropriateness of undergraduate preparation and relevant experience will influence admission to 93 the program.
- 95 Specific admission criteria are:

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- Applicant must meet the general requirements for admission to graduate studies at CSUSM.
- Overall minimum undergraduate grade point average of 3.0 in the last 60 semester (90 quarter) units completed, and no less than a minimum of a 2.85 overall undergraduate GPA.
  - Completion of an undergraduate course in statistics, preferably in the social and behavioral sciences.
- TOEFL/TWE if appropriate with a minimum TOEFL score of 550 and a 4.5 on the TWE •
  - Submission of a completed MSW program application. •
  - One set of official transcripts from college and universities attended with official verification of graduation. •
- A personal statement (500-750 words) stating the applicant's reasons for pursuing the MSW degree, describing the applicant's relevant work/volunteer experience, and demonstrating the applicant's past academic performance. The personal statement must conform to the guidelines as specified in the Admissions Packet.
- Three letters of recommendation, including at least two academic references for those applicants who have earned • their undergraduate degree within three years of applying for the MSW program. Applicants who have earned their undergraduate degree more than three years prior to applying are expected to provide at least one academic reference letter. These three letters of recommendation consist of submitting the Recommender Forms as specified in the Admissions Packet. http://www.csusm.edu/el/degreeprograms/msw/mswrecommendationform.pdf.
  - A resume verifying volunteer, internship, or other paid or unpaid experience in social work or human services positions, with preferably 500 or more total service hours in this field.
  - In accordance with Council on Social Work Education (CSWE) standards, the MSW program does not grant academic credit for previous life or work experience.

#### 118 Degree Requirements and Courses

119 The Master of Social Work (MSW) is a two year, 60 units, full-time graduate program. The social work Direct Practice curriculum 120 consists of 30 units in the generalist foundation year and 30 units in the concentration year. Students will choose one of these two 121 concentrations: Children, Youth, and Families (CYF), or Behavioral Health (BH). Students in either the CYF or BH concentrations may 122 select one optional specialization from one of these two areas: Health care and older adults, or military and veterans' services. 123

124 Students in the MSW program must maintain a 3.0 minimum GPA to graduate. Any units applied to the MSW program and not earned 125 in residence at CSU San Marcos must have approval by the student's graduate advisor and the MSW Program Director or designee. All 126 requirements for the MSW degree must be completed within five years from starting the MSW coursework. Those students electing 127 to complete a traditional qualitative or quantitative thesis must secure IRB approval, have supervision by a thesis advisor, and 128 successfully complete an oral defense of their thesis. Students not doing a traditional thesis must successfully complete a capstone 129 project, inclusive of a grant proposal, community risk assessment, curriculum development, historical thesis, policy analysis, or agency based project.

- 132 During the program, students will complete 1,000 hours of field experience in local and regional social services or related agencies or
- 133 organizations. Students must maintain a minimum 3.0 GPA in the MSW program, earn Credit in all Field Instruction courses and
- 134 Thesis and Capstone Project/ Thesis courses and earn at least a "C" (2.0) in all other required courses. 135

# 136 Course of Study

Students in full-time (2 year) attendance will proceed with the graduate coursework in the following manner:

#### Year 1: Foundation Year Courses

Fall Semester: 15 Units	Spring Semester: 15 Units
MSW 500	MSW 501
MSW 510	MSW 511
MSW 520	MSW 512
MSW 540	MSW 541
MSW 525	MSW 550
	Year 2: Concentration Year Courses
	Children, Youth, and Families (CYF) Concentration
Fall Semester: 15 units	Spring Semester: 15 units
MSW 630A	MSW 631A
MSW 642	MSW 635A
MSW 602	MSW 643
MSW 650	MSW 698
Elective	Elective
	Behavioral Health (BH) Concentration
Fall Consister ac units	Coving Consister as units

 Behavioral Health (BH) Concentration

 Fall Semester: 15 units
 Spring Semester: 15 units

 MSW 630B
 MSW 631B

 MSW 642
 MSW 635B

 MSW 602
 MSW 643

 MSW 650
 MSW 698

 MSW 650
 Elective

Students in part-time (3 year) attendance will proceed with the graduate coursework in the following manner:

Year 1: Foundation Course Fall Semester: 6 units MSW 500 MSW 520	Spring Semester 6 units MSW 501 MSW 525	Summer Semester 6 units MSW 602 Elective
Year 2: Foundation Course		
Fall Semester: 9 units	Spring Semester 9 units	Summer Semester 6 units
MSW 510	MSW 511	MSW 650
MSW 540	MSW 512	Elective
MSW 550	MSW 541	
Year 3: Concentration Course		
	Children, Youth, and Familie	es (CYF) Concentration
Fall Semester: 9 units	Spring Semester: 9 units	
MSW 630A	MSW 631A	
MSW 642	MSW 635A	
MSW 698	MSW 643	
	Behavioral Health (Bl	H) Concentration
Fall Semester: 9 units	Spring Semester: 9 units	
MSW 630B	MSW 631B	
MSW 642	MSW 635B	
MSW 698	MSW 643	
MSW 642 MSW 698 Fall Semester: 9 units MSW 630B MSW 642	MSW 635A MSW 643 Behavioral Health (Bł Spring Semester: 9 units MSW 631B MSW 635B	H) Concentration

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#### 144 Advancement to Candidacy

- 145 The student will advance to Master's Degree candidacy upon the completion of 30 semester credit hours of coursework, satisfying the
- 146 Graduate Writing Assessment Requirement (GWAR), and approval of a Capstone Project/ Thesis proposal by the student's Capstone 147 Project/ Thesis Advisor. The GWAR may be completed either by an acceptable standardized test score for the Analytical Writing
- subtest of the GMAT or GRE, or a paper(s) that receive(s) a passing score as described in University policies.

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# 150 Continuation

151 Students must maintain a 3.0 GPA and a grade of at least C in all classes; if the cumulative GPA falls below 3.0 for two consecutive 152 semesters, the student will be dropped from the program. A student who earns less than a C in any course will be allowed to repeat

- the course one time with the next cohort. Failure to pass the course a second time with a C or better will provide justification for
- disqualification from the program. Students may repeat up to two (2) courses in order to meet graduation requirements. Students
- 155 must be continuously enrolled unless they apply for a leave of absence. Students who are not continuously enrolled, or who have a
- 156 leave of absence of longer than two semesters, must petition the program for continuation. All requirements for the degree must be

- 157 158 159 160 161 162
- finished within five years after the beginning of any coursework in the graduate program. The program will disqualify an enrolled student whose academic achievement or field practicum performance does not meet the minimum standards of the social work profession.

New Courses b	eing approv	ed together with the MSW:
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MSW	500	Human Behavior & Social Environment I
MSW	501	Human Behavior & Social Environment II
MSW	510	Generalist Practice I
MSW	511	Generalist Practice II: Individuals, Families & Groups
MSW	512	Generalist Practice III: Organizations and Communities
MSW	520	Social Welfare Policies
MSW	525	Law and Ethics in Social Work
MSW	540	Field Instruction I
MSW	541	Field Instruction II
MSW	550	Research Methods in Social Work
MSW	602	Human Behavior & Social Environment III
MSW	630A	Advanced Direct Practice I: Individuals/CYF
MSW	630B	Advanced Direct Practice I: Individuals/BH
MSW	631A	Advanced Direct Practice II: Groups & Families/CYF
MSW	631B	Advanced Direct Practice II: Groups & Families BH
MSW	635A	Advanced Policy: CYF
MSW	635B	Advanced Policy: BH
MSW	642	Advanced Field Instruction I
MSW	643	Advanced Field Instruction II
MSW	650	Advanced Research Methods in Social Work
MSW	655	Social Work Leadership Practice
MSW	661	Social Work in Health Care
MSW	662	Social Work with Older Adults
MSW	667	Addictions: Assessment and Treatment
MSW	670	Cognitive and Brief Therapies
MSW	671	Direct Practice with Military and Veteran Families
MSW	672	Direct Practice with Military Personnel and Veterans
MSW	690	Selected Topics in Social Work
MSW	695	Capstone Project/Thesis II
MSW	698	Thesis I
MSW	699	Capstone Project/Thesis Extension

1		FAC: RTP for SSP-ARs
2 3	<b>Rationale</b> • As	a representative of SSP, AR counselor faculty, Fritz Kreisler (Lead Counselor, Counseling
4		ught to FAC a revision of the current SSPAR RTP document (dated August 2000). The
5		nent is available at
6		usm.edu/policies/active/documents/student_services_professional_academic_related_retent
7		<u>ml</u> . The document has been thoroughly revised to capture current best practices and for
8		use so many changes were made, the proposed document does not track the changes. The
9	0	ummarized below:
10 11		use of the recent approval of the student mental health fee, CSUSM has, for the first time in than a decade, been able to expand the staff and hire tenure track counselor faculty. The
11		policy in place was quite old and obsolete in a number of ways (for example, the
12		nistrative organization describing positions responsible for evaluating the faculty had
14		ne non-existent). There have also been important changes in the University's RTP policy
15		n the CBA during this period. To a large degree, then, this is a new policy rather than a set
16	of cor	crections to the old one, although the core of it remains unchanged.
17		ounselor faculty, each faculty member has a position description that, in some detail,
18		ibes the duties which that faculty member is expected to perform, including the relative
19 20		nt of time that each duty entails. The counselor faculty are potentially a varied group in of their duties, so it is not possible, in the RTP policy, to be very specific about standards.
20 21		unately, the position description goes a long way towards defining these expectations, and
21		faculty member has one. Nevertheless, three general areas are common to all counselor
22		<i>y: professional performance, professional development, and service (to the department,</i>
24		on, university, and community). The new RTP policy tries to describe these and give
25		ples of the kinds of activities and engagements crucial to each, since each will weigh
26		ally in evaluations. The policy thus tries to be as explicit as possible, considering the
27		bility of the specific duties of each faculty member; it describes, hovering above these
28		on-specific duties and standards, the three broad domains expected of each faculty member;
29 20		t acknowledges the position description as the ultimate source of information on the basis of
30 31		a faculty will be evaluated. The new policy has been vetted and approved by FAC as being stent with both the University's RTP policy and with the CBA.
32		d the proposed document on 3/4/13.
33	ine approve	
34	<b>Definition:</b>	Standards governing RTP process for counselor faculty (SSP,AR) in the Division of
35		Student Affairs.
36	Authority:	CSU Unit 3 Collective Bargaining Agreement; CSU San Marcos University Retention,
37	~	Tenure, and Promotion Policy
38	Scope:	Eligible Unit 3 Counselor faculty in the Division of Student Affairs at California State
39 40		University San Marcos.
40 41	Procedure	
42		NDARDS_for SSP, AR Faculty
43	A. Preamble	
44	1. This c	document sets forth general standards and criteria for retention, tenure, and promotion of
45	full-ti	me counselor faculty.
46	2. The p	rovisions of this document are to be implemented in conformity with University RTP
47		ies and Procedures (Retention, Tenure and Promotion Standards); the CSU-CFA Collective
48	Barga	aining Agreement (CBA), Articles 13, 14, 15; and the University Policy on Faculty Ethics.
49		s of Terms and Abbreviations
50		efinitions, terms, and abbreviations are defined in the University RTP Standards document.
51		larity, the use of "is" is informative, "shall" is mandatory, "may" is permissive, "should" is
52		tional, and "will" is intentional.
	AC or la ologia	Page as of 107

2. A "standard" is a reference point or formalized expectation against which progress can be 54 measured for retention, tenure, and promotion. 55 56 3. Faculty have a right to performance expectations that are clearly articulated. Divisional and 57 departmental RTP Standards provide consistency in guiding tenure-track faculty in the 58 59 preparation of their working personnel action files (WPAFs). 60 61 4. Divisional and departmental RTP Standards educate others outside of the discipline, including 62 deans, university committees, and the provost, with respect to the practices and expectations of a particular department/discipline/field. 63 64 **II. INTRODUCTION AND GUIDING PRINCIPLES** 65 A. All standards and criteria reflect the University, Division and Department mission and vision 66 statements and advance the goals embodied in those statements. 67 B. The performance areas that shall be evaluated include professional performance, professional 68 development, and service to the department, Division, University and community. While there 69 will be diversity in the contributions of counselor faculty members, the Division affirms the 70 71 university requirement of sustained high quality performance and encourages flexibility in the relative emphasis placed on each performance area. Candidates must submit a curriculum vita 72 73 (CV) and narrative statements describing the summary of professional performance, professional development, and service for the review period. The faculty member must meet the standards in 74 each of the three areas. 75 76 C. Items assessed in one area of performance shall not be duplicated in any other area. Items shall be 77 cross-referenced in the CV, narrative statements, and WPAF to demonstrate connections across 78 all three documents. Candidates who integrate their activities across areas may explain how their 79 work meets given standards/criteria for each area. 80 D. The Division and Department recognizes innovative and unusual contributions. 81 E. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Ultimate responsibility for understanding the standards, meeting the standards, and 82 effectively communicating how they have met the standards rests with the candidate. In addition 83 to this document, the candidate should refer to and follow the University RTP Standards. 84 Candidates should also note available opportunities that provide guidance on the WPAF and 85 describe the responsibilities of the candidate in the review process (e.g., Provost's RTP meetings; 86 Faculty Center Professional Development, and advice and counsel by tenured faculty). 87 Candidates are encouraged to avail themselves of such opportunities. 88 **III. GENERAL STANDARDS** 89 90 A. Retention: A positive recommendation for retention requires that the candidate's record clearly meet the articulated standards for the granting of a retention decision in each of the three areas: 91 professional performance, professional development, and service to the Department, Division, 92 93 University, and community. 1. Candidates for retention will show effectiveness in each area of performance and 94 demonstrate progress toward meeting the tenure requirements in the areas of 95 professional performance, professional development, and service to the Department, 96 Division, University, and community. 97 B. Tenure and/or Promotion: A positive recommendation for tenure and/or promotion requires that 98 the candidate's record clearly meet the articulated standards for the granting of a 99

100		tenure/promotion decision in each of the three areas: professional performance, professional
101		development, and service to the Department, Division, University, and community.
102		1. Candidates for the rank SSP, AR II require an established record of effectiveness
103		in professional performance, professional development, and service to the
104		Department, Division, University, and community.
105		2. Candidates for the rank of SSP, AR III require, in addition to continued
106		effectiveness, an established record of initiative and leadership in professional
107		performance, professional development, and service to the Department, Division,
108		University, and community. Promotion to the rank of SSP, AR III will be based
100		on the record of the individual since promotion to the rank of SSP, AR II.
110		3. The granting of tenure at any rank recognizes accomplishments and services
111		performed by the candidate during their career. The record must show sustained
112		and continuous activities and accomplishments. The granting of tenure is an
112		expression of confidence that the faculty member has both the commitment to
113		and the potential for continued development and accomplishment throughout
115		their career. Tenure will be granted only to individuals whose performance
115		records meet the standards required to earn promotion to the rank at which tenure
117		will be granted.
118	C	Early Tenure (prior to the 6th year in rank): This option for SSP, AR I is considered an exception.
119	C.	A positive recommendation for early tenure requires that the candidate's record clearly meet the
120		articulated standards for the granting of a tenure and/or promotion decision in ALL areas. To be
120		eligible for early tenure, a candidate must show a sustained record of successful experience at a
121		university, and that experience must include at least one full year at California State University
123		San Marcos prior to the year of review for tenure (CBA $- 13.3$ .)
123	D	Faculty who are hired at an advanced rank without tenure may apply for tenure after two years of
125	<i>D</i> .	service at CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation
126		requires that the candidate's record at CSUSM clearly demonstrate a continued level of
127		accomplishment in all areas and, together with the candidate's previous record, be consistent with
127		the articulated standards for the granting of tenure at the faculty member's rank.
100		
129		ANDARDS AND CRITERIA FOR PROFESSIONAL PERFORMANCE
130	А.	Because the SSP, AR classification is flexible enough to potentially include professionals with
131		varied responsibilities within the Division and University, the standards that apply to Professional
132		Performance will be drawn directly from each employee's Staff Position Description. Sections 4
133		and 5 of the faculty member's Staff Position Description list in detail the Major Responsibilities
134		of the position. For each Major Responsibility, the specific duties as well as the relative
135		importance (and expected time commitment) of each is delineated. Hence, each counselor faculty
136		member has a clear set of expectations with respect to their responsibilities as an employee. The
137		Position Description shall be included in the WPAF and is the basis of evaluation standards for
138	р	each faculty member's reviews.
139	В.	Candidates will provide a clear and concise reflective narrative statement of their professional
140		activities and performance thereof. This may include a summary of the most important areas of
141		accomplishment during the review period, connecting these to the mission of the Department
142	C	and/or Division.
143	C.	Candidates will include evidence of accomplishments of their duties in this domain, appropriate
144		to those duties as delineated in the Position Description. For example:
145		1. If the candidate's Position Description entailed a high importance and time commitment
146		to clinical work, the candidate would provide evidence that the expected time was in fact
147		invested in this area, as well as evidence of the quality of performance (such as the Client
148		Satisfaction Survey, letters from colleagues, etc.).
149 150		2. If the Position Description included supervisory duties, the candidate would list the
150		names of pre- and/or post-doctoral supervisees, feedback/evaluation forms from
151		supervisees, and endorsements by colleagues of participation in the internship program.

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3. If the Position Description included the expectation that the candidate offer workshops or similar outreach programs to the campus, they would include a list of programs they have offered in the period being reviewed, as well as participant evaluation forms, and, e.g., letters from university departments that co-sponsored or hosted these programs, if applicable.

#### V. STANDARDS AND CRITERIA FOR PROFESSIONAL DEVELOPMENT 158

- A. It is essential to the University's mission that each SSP, AR demonstrate continued commitment, 159 160 dedication, and growth as a member of the profession. Thus, it is essential that SSP, ARs 161 conform at a minimum (where applicable) to state-mandated requirements for continuing education to maintain professional licensure and high ethical standards. Such continuing 162 education must consist of courses approved by state and/or national professional accreditation 163 boards. It is expected that the professional development activities contribute to the employee's 164 growth in areas directly pertinent to the responsibilities and duties listed in their Position 165 Description. For counselor faculty who supervise interns, at least one course in supervision will 166 be taken within each (2-year) licensure cycle. In addition, it is the employee's responsibility, in 167 accordance with state licensing laws, to stay abreast of the laws and ethics of the profession. 168
- B. Candidates will provide a clear and concise reflective narrative statement of their professional 169 development during the period under review. This will include a list of the courses taken, 170 171 connecting these to the department and/or Division mission, especially describing how these contributed to growth in areas pertinent to the duties of the candidate and to their overall 172 trajectory of growth as a professional. 173
  - C. Candidates will include copies of certification of licensure renewal, if applicable, during the period of review.
- D. If there were additional accomplishments within the Professional Development area, candidates 176 will describe these activities and provide evidence thereof. For example, if the candidate 177 conducted research (for the Department, Division, University, or professional field of inquiry) or 178 179 scholarly activities, or edited scholarly publications, a list of this work should be included in this section of the WPAF. 180
- E. Tenure and/or Promotion from SSP, AR II to SSP, AR III 181
- In addition to sustained growth and maintaining licensure, candidates for promotion to SSP, AR 182 III should demonstrate leadership and training beyond this minimum. This may be accomplished 183 by developing a special expertise in at least one area of practice pertinent to serving our students 184 and University. This would lead to becoming an expert so that this training might allow others to 185 refer certain students to the candidate and for the candidate to offer more intensive specialized 186 training to, e.g., interns or other appropriate staff. The area(s) of expertise need not be limited to 187 applied clinical practice, but must pertain directly to some aspect of the candidate's duties and 188 leadership roles within the Department and the University. 189
- 190

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### 191 VI. STANDARDS AND CRITERIA FOR SERVICE TO THE DEPARTMENT, DIVISION,

#### 192 UNIVERSITY, AND COMMUNITY

- The Division of Student Affairs places a high value on service as an essential component of faculty work. 193
- The Division views activities that enhance the functioning of the candidate's Department, as well as the 194
- 195 Division, University, and wider community as integral components of faculty service. Service activities are expected to advance the mission statements of the Department, Division, and University. 196
- Evaluation of service will focus on determining a profile of the candidate's service activity. To determine 197
- 198 such a profile, service will be assessed by holistic evaluation of the candidates' reflective statement,
- 199 service work, and selected items that the candidate believes best reflect their progress, as described in the 200 University RTP Standards document and further illustrated below.
- A. Candidates will provide a clear and concise reflective self-assessment of their service activities 201 and the impact of this work. Candidates may include statements regarding any short-term and 202 203 long-term goals for service activities, connection to the mission of the Department, Division,
- and/or University, reasons for their involvement, and the impact of their service activities. 204

205	В.	Evidence of Service to the Department may include, but is not limited to:
206		Leadership/participation in Departmental accreditation efforts
207		• Development of new programs for the Department
208		• Development of policies, procedures, and/or protocols within the Department
209		Collaboration with colleagues within the Department
210	C.	Evidence of Service to the Division and/or University may include, but is not limited to:
211		• Leadership/membership in groups that carry on the business of the Division or University
212		(e.g., standing committees [elected or appointed], ad hoc committees, shared governance
213		bodies, task forces, etc.)
214		• University professional activities (e.g., service toward university accreditation, etc.)
215		• Role as an advisor for a student organization
216		• Mentoring of students, faculty, staff (e.g., in the Faculty Mentoring Program)
217	D.	Evidence of Service to the Community may include, but is not limited to:
218		• Active participation, including leadership roles, in professional organizations at the county,
219		state, and/or national/international levels
220		Consultation and expert services to community agencies
221		Providing continuing education for community
222		Service Awards and Special Recognition
223	E.	Assessment of Service
224		1. General Standards
225		Candidates will be assessed on the quality of the evidence provided, the evidence of
226		sustained service, and the totality of their work. When judged as a group, not one
227		indicator may be used to determine the overall rating of service activity. Note: Submitting
228		letters from committee chairs about attendance is not considered best practice.
229		2. Candidates for retention must provide appropriate and effective evidence of significant
230		internal service.
231		3. Candidates for promotion from <u>SSP, AR I to SSP, AR II</u> must provide evidence of
232		effective sustained internal and external service contributions.
233		4. Candidates for promotion from <u>SSP, AR II to SSP, AR III</u> must provide evidence of
234		leadership in one or more service activities in addition to demonstrating sustained active
235		participation in both internal and external service activities.

1	GEC: Lower Division General Education Certification Forms
2 3	Rationale: In the spring of 2012, Academic Senate approved lower division general education
4	learning outcomes (GELOs). These forms have been updated to include the new GELOs,
5	programmatic goals and LEAP guidelines, all needed for WASC accreditation. The
6	programmatic goals are driven by the Association of American Colleges and Universities'
7	Liberal Education and America's Promise (LEAP) Initiative, which was put into place by EO
8	1065.
9	
10	From EO 1065:
11	
12	Each CSU campus shall define its GE student learning outcomes, to fit within the
13	framework of the four "Essential Learning Outcomes" drawn from the Liberal
14	Education and American Promise (LEAP) campaign, an initiative of the Association of
15	American Colleges and Universities.
16	• Knowledge of Human Cultures and the Physical and Natural World
17	Intellectual and Practical Skills
18	Personal and Social Responsibility
19	Integrative Learning
20	
21	The forms have also been updated to allow for streamlined submission and review of the courses.
22	

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA A1: Oral Communication

See GE Handbook for information on each section of this form

# ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:	-	
College or Program:	Desired term of implementation:	Mode of Delivery:
CHABSS CSM CEHHS COBA	☐ Fall ☐ Spring	hybrid
Other	Summer Year:	fully on-line
Course Proposer (please print):	Email:	Submission Date:

# 1. Course Catalog Description:

# 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

# SIGNATURES

Course Proposer		Date	-	Department Chair		date	
Please 1	note that	the depart	ment will be requi	ired to report assessm	ent data to the	GEC annua	Illy DC Initial
		Support	Do not support*			Support	Do not support*
GEO Coordinator	Date			Library Faculty	Date		
		Support	Do not Support*			Support	Do not Support*
Impacted Discipline Chair	Date			Impacted Discipline Chair	Date		
		Approve	Do not Approve				
GEC Chair	Date	•					

# \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

Course Coordinator: Phone Email:

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA A1: Oral Communication

See GE Handbook for information on each section of this form

Part A: A1 Oral Communication General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Oral Communication GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
A1.1 Find and evaluate a variety of		
source material in order to plan,		
develop and craft extemporaneous		
public presentations.		
A1.2 Deliver extemporaneous, in-		
person presentations in English that		
contain logically coherent and		
adequately supported assertions,		
organized to intentionally affect the		
specific listening audience.		
A1.3 Speak with confidence to a live		
audience in ways that reflect her or		
his distinct perspective and identity.		
A1.4 Apply communication theory,		
concepts, principles to make		
rhetorical choices (regarding		
language, organization,		
content/support, and delivery) to be		
effective with a variety of audiences		
and purposes (i.e., inform, persuade,		
entertain, commemorate).		
A1.5. Actively listen, critically		
evaluate and thoughtfully respond to		
the diverse perspectives of all		
members of the community.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively		
in writing to various audiences.		
(writing)		
Students will think critically and		
analytically about an issue, idea or		
problem. (critical thinking)		
Students will find, evaluate and use		
information appropriate to the course		
and discipline. (Faculty are strongly		
encouraged to collaborate with their		
library faculty.)		

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA A1: Oral Communication

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All A1 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	No Yes
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	No Yes
LEAP 3: Personal and Social Responsibility	No Yes
LEAP 4: Integrative Learning	No Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	<i>No Yes</i> ( <i>please describe</i> ):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	No Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

# Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	
requirement: A minimum of 2500 words of writing	
shall be required for 3+ unit courses.	
Each course shall require students to present multiple	
major speech assignments. These speech assignments,	
delivered in-person, in English, before a full classroom	
audience, shall be individually graded and, taken	
together, will account for at least 50 percent of the	
course grade.	
Each course shall include several additional speaking	
assignments and exercises designed to enable students	
to master the skills required for the major assignments	
and/or to develop skills in additional forms of public	
speaking.	
Various written assignments to support the speaking	
experience shall be assigned and instructor feedback	
provided on these assignments.	
Each course shall include readings, lecture/discussions,	
and/or other sources of foundational knowledge as	
described in the GE Handbook.	
The course must accommodate students' multiple oral	
presentations.	

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA A2: Written Communication

See GE Handbook for information on each section of this form

# ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:		
College or Program:	Desired term of implementation:         Image: Fall Image: Summer Seared Seare	Mode of Delivery: face to face hybrid fully on-line
Course Proposer (please print):	Email:	Submission Date:

# **1.** Course Catalog Description:

# 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

# SIGNATURES

Course Proposer		Date	-	Department Chair		date	
Please n	ote that i	the depart	ment will be requi	red to report assessm	ent data to the (	GEC annua	elly
							DC Initial
		Support	Do not support*			Support	Do not support*
GEW Director	Date			Library Faculty	Date	_	
		Support	Do not Support*			Support	Do not Support*
Impacted Discipline Chair	Date			Impacted Discipline Chair	Date	-	
		Approve	Do not Approve	*			
GEC Chair	Date						

## \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

Course Coordinator: Phone Email:

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA A2: Written Communication

See GE Handbook for information on each section of this form

Part A: A2 Written Communication General Education Learning Outcomes (GELOs) related to course content.	
[Please type responses into the tables.]	

Written Communication GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
A2.1: Formulate/construct a readily		
identifiable, specific, arguable, and		
suitably complex thesis (e.g.,		
provide a focus).		
A2.2: Use substantial and varied		
evidence to effectively support the		
thesis.		
A2.3: Compose a clear and compelling		
introduction and conclusion.		
A2.4: Compose and organize		
paragraphs with smooth and logical		
transitions between them.		
A2.5: Consistently construct clear		
sentences using proper mechanics		
(e.g., spelling, punctuation) such that		
the work is concise, fluid and		
engaging.		
A2.6: Construct written work to be		
effectively tailored to a particular		
audience and purpose.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)		
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their		
library faculty.)		

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA A2: Written Communication

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All A2 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	□ No □ Yes
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	No Yes
LEAP 3: Personal and Social Responsibility	No Yes
LEAP 4: Integrative Learning	No Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	No Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	No Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

# Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Writing assignments shall give students repeated	
practice in pre-writing, organizing, writing, revising,	
and editing. A minimum of six essays, totaling a	
minimum of 8000 words, is required.	
Reading for the course will be extensive and intensive	
and will be linked to the division or College offering	
the course. It shall include useful models of writing for	
academic, general, and special audiences.	
The course will include a substantial written product,	
such as a long essay, a portfolio of written work, or a	
final essay exam, as the course's culminating activity.	
The culminating activity will incorporate revision	
(multiple drafts).	
At the discretion of the university or the instructor,	
students may be required to attend tutoring sessions as a	
corequisite to completing the course.	
Courses approved for Written Communication shall	
include an assessable Information and Computer Literacy	
component that will require students to develop an	
understanding of the core information sources and	
literature of the discipline.	
Student learning shall be measured by formative	
(process-oriented, such as comments and grades on	
writing) and summative (through the culminating	
activity) methods.	

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA A3: Critical Thinking

See GE Handbook for information on each section of this form

# ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:		
College or Program: □CHABSS □CSM □CEHHS □COBA □Other	<b>Desired term of implementation:</b> Fall    Spring	Mode of Delivery:
Course Proposer (please print):	Email:	fully on-line     Submission Date:

# 1. Course Catalog Description:

# 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your
course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

# SIGNATURES

Course Proposer		Date		Department Chair		date	
Please	note that	the departi	ment will be requ	ired to report assessm	ent data to the	e GEC annua	lly DC Initial
		Support	Do not support*			Support	Do not support*
Library Faculty	Date			Impacted Discipline Chair	Date	_	
		Support	Do not Support*			Approve	Do not Approve
Impacted Discipline Chair	Date			GEC Chair	Date		

# \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

Course Coordinator: Phone Email:

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA A3: Critical Thinking

See GE Handbook for information on each section of this form

Part A: Critical Thinking General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Critical Thinking GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
A3.1: Distinguish matters of fact from		
issues of judgment or opinion and		
derive factual or judgmental inferences		
from unambiguous statements of		
knowledge or belief.		
A3.2: Judge the reliability and		
credibility of sources.		
A3.3: Effectively argue a point of view		
by clarifying the issues, focusing on		
the pertinent issues, and staying		
relevant to the topic.		
A3.4: Understand the nature of		
inductive and deductive reasoning,		
identify formal and informal fallacies		
of reasoning, and employ various		
methods for testing the strength,		
soundness, and validity of different		
argument forms.		
A3.5: Understand the basic concepts		
of meaning (sense, reference,		
connotation, etc.) and identify		
different methods of word definition.		
A3.6: Understand logic and its		
relationship to language by identifying		
the basic components of reasoning,		
including the propositional content of		
statements, the functions of premises		
and conclusions in the makeup of		
arguments, the linkage between		
evidence and inference, and the rules		
of inference and logical equivalence.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)		
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)		

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA A3: Critical Thinking

See GE Handbook for information on each section of this form

# Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All A3 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	$\square$ No $\square$ Yes
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	No Yes
LEAP 3: Personal and Social Responsibility	No Yes
LEAP 4: Integrative Learning	No Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	□No □Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	□No □Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	
requirement: A minimum of 2500 words of writing	
shall be required for 3+ unit courses.	
Critical thinking may be taught in the context of a	
subject area, by including specific attention to general	
principles of critical thinking and applying them to	
examples and exercises in the subject area.	
The course proposals will demonstrate the application	
of information literacy to the course materials.	
All critical thinking courses will be open to all students	
regardless of their majors; therefore, the basic	
reasoning skills listed in the above objectives must be	
explicitly covered.	

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B1/B3: Physical Science with a Lab Component

See GE Handbook for information on each section of this form

# ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:	1	
College or Program:	Desired term of implementation:	Mode of Delivery:
CHABSS CSM CEHHS COBA	□Fall □Spring	face to face
□Other	□Summer Year:	fully on-line
Course Proposer (please print):	Email:	Submission Date:

# 1. Course Catalog Description:

# 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

# SIGNATURES

Course Proposer		Date		Department Chair		date	
Please n	ote that	the departi	ment will be requi	ired to report assessm	ent data to the	GEC annua	lly DC Initial
		Support	Do not support*			Support	Do not support*
Library Faculty	Date			Impacted Discipline Chair	Date	_	
		Support	Do not Support*			Approve	Do not Approve
Impacted Discipline Chair	Date			GEC Chair	Date		

# \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

Course Coordinator: Phone Email:

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B1/B3: Physical Science with a Lab Component

See GE Handbook for information on each section of this form

Part A: B/B3 Physical Science with Lab General Education Learning	Outcomes (GELOs) related to course
content. [Please type responses into the tables.]	

<i>content.</i> [Please type responses into the fail Physical Science w/ Lab GELOs this	Course content that addresses	How will these GELOs be
course will address:	each GELO.	assessed?
B1.1 Students will explain accepted		
modern physical or chemical principles		
and theories, their areas of application,		
and their limitations.		
B1.2 Students will apply the		
discipline's customary methods to solve		
problems through data collection,		
critical evaluation of evidence, the		
application of quantitatively rich		
models, and /or employment of		
mathematical and computer analysis.		
B1. 3 Students will be able to articulate		
what makes a good scientific theory,		
incorporating values of parsimony,		
agreement with experimental or		
observational evidence, and coherence		
with other mathematical or physical		
theories.		
B1.4 Students will be able to identify		
areas in which ethics either (1) directs or		
limits physical science research or (2) is		
informed by the products of this research		
B3.1 Students will demonstrate that they		
can conduct experiments, make		
observations, or run simulations using		
protocols and methods common in the		
scientific discipline in which the course		
is offered.		
B3.2 Students will be able to interpret		
the results of experiments, observations		
or simulations, understanding random		
and systematic errors associated with		
those activities, and making appropriate		
conclusions based on theories or models		
of the scientific discipline in which the		
course is offered.		

## Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively		
in writing to various audiences. (writing)		
Students will think critically and		
analytically about an issue, idea or		
problem. (critical thinking)		
Students will find, evaluate and use		
information appropriate to the course		
and discipline. (Faculty are strongly		
encouraged to collaborate with their		
library faculty.)		

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B1/B3: Physical Science with a Lab Component

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All B1/B3 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	<b>No Yes</b>
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	No Yes
LEAP 3: Personal and Social Responsibility	<b>No</b> Yes
LEAP 4: Integrative Learning	<b>No Yes</b>
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	No Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	No Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

Part D: Course	requirements	to be met b	y the instructor.
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Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	
requirement: A minimum of 2500 words of writing	
shall be required in 3+ unit courses.	
Courses shall include an evaluation of written work	
which assesses both content and writing proficiency,	
using a writing style and use of language that is	
appropriate for the sciences.	
Courses should demonstrate to students that the	
applications of physical science principles and theories	
can lead to lifelong learning in science and to	
productive and satisfying life choices.	
Courses should demonstrate to students the ways in	
which science influences and is influenced by societies	
in both the past and the present.	
Courses should empower students to communicate	
effectively to others about scientific principles and	
their application to real-world problems.	
Courses shall build the students' information literacy in	
a way that is appropriate to the field and level of the	
course.	
Courses shall require students to think critically so that	
they are able to distinguish scientific arguments from	
pseudo-scientific myths or opinions.	

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B1: Physical Science – No Lab Component

See GE Handbook for information on each section of this form

### ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:		
College or Program:	Desired term of implementation:	Mode of Delivery:
CHABSS CSM CEHHS COBA	☐ Fall ☐ Spring	$\Box$ face to face
□Other	Summer Year:	☐ hybrid ☐fully on-line
Course Proposer (please print):	Email:	Submission
		Date:

#### 1. Course Catalog Description:

### 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

### SIGNATURES

Course Proposer		Date		Department Chair		date	
Please 1	ote that	the departs	nent will be requ	ired to report assessm	ent data to the	GEC annua	
							DC Initial
		Support	Do not support*			Support	Do not support*
Library Faculty	Date			Impacted	Date	_	
				Discipline Chair			
		Support	Do not Support*			Approve	Do not Approve
Impacted Discipline	Date			GEC Chair	Date	_	
Chair							

#### \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B1: Physical Science – No Lab Component

See GE Handbook for information on each section of this form

Part A: B1 Physical Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Physical Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
B1.1 Students will explain accepted		
modern physical or chemical		
principles and theories, their areas of		
application, and their limitations.		
B1.2 Students will apply the		
discipline's customary methods to		
solve problems through data		
collection, critical evaluation of		
evidence, the application of		
quantitatively rich models, and /or		
employment of mathematical and		
computer analysis.		
B1. 3 Students will be able to		
articulate what makes a good scientific		
theory, incorporating values of		
parsimony, agreement with		
experimental or observational		
evidence, and coherence with other		
mathematical or physical theories.		
B1.4 Students will be able to identify		
areas in which ethics either (1) directs		
or limits physical science research or		
(2) is informed by the products of this		
research		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively		
in writing to various audiences.		
(writing)		
Students will think critically and		
analytically about an issue, idea or		
problem. (critical thinking)		
Students will find, evaluate and use		
information appropriate to the course		
and discipline. (Faculty are strongly		
encouraged to collaborate with their		
library faculty.)		

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# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B1: Physical Science – No Lab Component

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All B1 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	<b>No Yes</b>
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	No Yes
LEAP 3: Personal and Social Responsibility	No Yes
LEAP 4: Integrative Learning	No Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	□ No □Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	□No □Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

#### Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	
requirement: A minimum of 2500 words of writing	
shall be required for 3+ unit courses.	
Courses shall include an evaluation of written work	
which assesses both content and writing proficiency,	
using a writing style and use of language that is	
appropriate for the sciences.	
Courses should demonstrate to students that the	
applications of physical science principles and theories	
can lead to lifelong learning in science and to	
productive and satisfying life choices.	
Courses should demonstrate to students the ways in	
which science influences and is influenced by societies	
in both the past and the present.	
Courses should empower students to communicate	
effectively to others about scientific principles and	
their application to real-world problems.	
Courses shall build the students' information literacy in	
a way that is appropriate to the field and level of the	
course.	
Courses shall require students to think critically so that	
they are able to distinguish scientific arguments from	
pseudo-scientific myths or opinions.	

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B2/B3: Life Science with a Lab Component

See GE Handbook for information on each section of this form

### ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:		
College or Program:	Desired term of implementation:	Mode of Delivery:
CHABSS CSM CEHHS COBA	Fall Spring	face to face
Other		hybrid hybrid
	Summer Year:	fully on-line
Course Proposer (please print):	Email:	Submission
		Date:

### 1. Course Catalog Description:

#### 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

#### SIGNATURES

Course Proposer		Date		Department Chair		date	
Please 1	note that	the departi	ment will be requ	ired to report assessm	ent data to the	GEC annua	lly DC Initial
		Support	Do not support*			Support	Do not support*
Library Faculty	Date			Impacted Discipline Chair	Date	_	
		Support	Do not Support*			Approve	Do not Approve
Impacted Discipline Chair	Date			GEC Chair	Date	_	

#### \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B2/B3: Life Science with a Lab Component

See GE Handbook for information on each section of this form

Part A: B2/B3 Life Science with Lab General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Life Science w/ Lab GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
B2.1: Students will state or identify		
accepted modern biological principles		
and/or use knowledge of those		
principles to solve problems in the		
biological sciences.		
B2.2: Students will describe and apply		
the discipline's primary methods to		
problems through hypothesis		
development, critical evaluation of		
evidence, data collection, fieldwork,		
and/or employment of mathematical		
and computer analysis.		
B2.3: Students will describe various		
theories relevant to the discipline.		
B2.4: Students will identify the		
limitations of scientific endeavors.		
B2.5: Students will identify and		
consider the value systems and ethics		
associated with human inquiry.		
B3.1 Students will demonstrate that		
they can conduct experiments, make		
observations, or run simulations using		
protocols and methods common in the		
scientific discipline in which the		
course is offered.		
B3.2 Students will be able to interpret		
the results of experiments,		
observations or simulations,		
understanding random and systematic		
errors associated with those activities,		
and making appropriate conclusions		
based on theories or models of the		
scientific discipline in which the		
course is offered.		

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B2/B3: Life Science with a Lab Component

See GE Handbook for information on each section of this form

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively		
in writing to various audiences.		
(writing)		
Students will think critically and		
analytically about an issue, idea or		
problem. (critical thinking)		
Students will find, evaluate and use		
information appropriate to the course		
and discipline. (Faculty are strongly		
encouraged to collaborate with their		
library faculty.)		

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All B2/B3 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	No Yes
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	No Yes
LEAP 3: Personal and Social Responsibility	No Yes
LEAP 4: Integrative Learning	No Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	<b>No</b> Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	No Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	
requirement: A minimum of 2500 words of writing	
shall be required in 3+ unit courses.	
Courses in the life sciences will take as their primary	
focus such concepts found in traditional life science	
disciplines (e.g., levels of organization of living	
systems, from molecules to ecosystems, structures and	
functions of living organisms, principles of genetics,	
patterns and theories of evolution, interactions of	
organisms with each other and their environment).	
Courses will require students to develop an	
understanding of the core information sources and the	
literature of the science disciplines.	
Courses will require students to think critically so that	
they are able to distinguish scientific arguments from	
pseudo-scientific myths or opinions.	

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B2: Life Science – No Lab Component

See GE Handbook for information on each section of this form

### ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:	1	
College or Program:	Desired term of implementation:	Mode of Delivery:
CHABSS CSM CEHHS COBA	□Fall □Spring	face to face hybrid
Other	Summer Year:	fully on-line
Course Proposer (please print):	Email:	Submission
		Date:

### 1. Course Catalog Description:

#### 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

#### SIGNATURES

Course Proposer		Date		Department Chair		date	
Please n	ote that	the departi	ment will be requi	ired to report assessm	ent data to the (	GEC annua	lly DC Initial
		Support	Do not support*			Support	Do not support*
Library Faculty	Date			Impacted Discipline Chair	Date	_	
		Support	Do not Support*			Approve	Do not Approve
Impacted Discipline Chair	Date			GEC Chair	Date	_	

#### \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B2: Life Science – No Lab Component

See GE Handbook for information on each section of this form

Part A: B2 Life Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Life Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
B2.1: Students will state or identify		
accepted modern biological principles		
and/or use knowledge of those		
principles to solve problems in the		
biological sciences.		
B2.2: Students will describe and apply		
the discipline's primary methods to		
problems through hypothesis		
development, critical evaluation of		
evidence, data collection, fieldwork,		
and/or employment of mathematical		
and computer analysis.		
B2.3: Students will describe various		
theories relevant to the discipline.		
B2.4: Students will identify the		
limitations of scientific endeavors.		
B2.5: Students will identify and		
consider the value systems and ethics		
associated with human inquiry.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively		
in writing to various audiences.		
(writing)		
Students will think critically and		
analytically about an issue, idea or		
problem. (critical thinking)		
Students will find, evaluate and use		
information appropriate to the course		
and discipline. (Faculty are strongly		
encouraged to collaborate with their		
library faculty.)		

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B2: Life Science – No Lab Component

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All B2 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	<b>No Yes</b>
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	No Yes
LEAP 3: Personal and Social Responsibility	<b>No Yes</b>
LEAP 4: Integrative Learning	No Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	No Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	No Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	
requirement: A minimum of 2500 words of writing	
shall be required in 3+ unit courses.	
Courses in the life sciences will take as their primary	
focus such concepts found in traditional life science	
disciplines (e.g., levels of organization of living	
systems, from molecules to ecosystems, structures and	
functions of living organisms, principles of genetics,	
patterns and theories of evolution, interactions of	
organisms with each other and their environment).	
Courses will require students to develop an understanding	
of the core information sources and the literature of the	
science disciplines.	
Courses will require students to think critically so that	
they are able to distinguish scientific arguments from	
pseudo-scientific myths or opinions.	

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B3: Physical Science Lab Only Course

See GE Handbook for information on each section of this form

### ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:		
College or Program:	Desired term of implementation:	Mode of Delivery:
CHABSS CSM CEHHS COBA	☐ Fall ☐ Spring	face to face
Other	Summer Year	hybrid fully on-line
Course Proposer (please print):	Email:	Submission
		Date:

#### 1. Course Catalog Description:

#### 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

### SIGNATURES

Course Proposer		Date		Department Chair		date	
Please r	ote that	the departi	ment will be requi	ired to report assessm	ent data to the	GEC annua	lly DC Initial
		Support	Do not support*			Support	Do not support*
Library Faculty	Date			Impacted Discipline Chair	Date	_	
		Support	Do not Support*			Approve	Do not Approve
Impacted Discipline Chair	Date			GEC Chair	Date	_	

#### \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B3: Physical Science Lab Only Course

See GE Handbook for information on each section of this form

Part A: B3 Physical Science Lab Only General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Physical Science w/ Lab GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
B3.1 Students will demonstrate that they		
can conduct experiments, make		
observations, or run simulations using		
protocols and methods common in the		
scientific discipline in which the course		
is offered.		
B3.2 Students will be able to interpret		
the results of experiments, observations		
or simulations, understanding random		
and systematic errors associated with		
those activities, and making appropriate		
conclusions based on theories or models		
of the scientific discipline in which the		
course is offered.		

#### Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively		
in writing to various audiences. (writing)		
Students will think critically and		
analytically about an issue, idea or		
problem. (critical thinking)		
Students will find, evaluate and use		
information appropriate to the course		
and discipline. (Faculty are strongly		
encouraged to collaborate with their		
library faculty.)		

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All B3 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	<b>No Yes</b>
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	<b>No Yes</b>
LEAP 3: Personal and Social Responsibility	<b>No Yes</b>
LEAP 4: Integrative Learning	No Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	<b>No</b> Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	□No □Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B3: Physical Science Lab Only Course

See GE Handbook for information on each section of this form

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	
requirement: A minimum of 850 words of writing shall	
be required in 1unit courses.	
Courses shall include an evaluation of written work	
which assesses both content and writing proficiency,	
using a writing style and use of language that is	
appropriate for the sciences.	
Courses should demonstrate to students that the	
applications of physical science principles and theories	
can lead to lifelong learning in science and to	
productive and satisfying life choices.	
Courses should demonstrate to students the ways in	
which science influences and is influenced by societies	
in both the past and the present.	
Courses should empower students to communicate	
effectively to others about scientific principles and	
their application to real-world problems.	
Courses shall build the students' information literacy in	
a way that is appropriate to the field and level of the	
course.	
Courses shall require students to think critically so that	
they are able to distinguish scientific arguments from	
pseudo-scientific myths or opinions.	

Part D: Course requirements to be met by the instructor.

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B4: Mathematics and Quantitative Reasoning

See GE Handbook for information on each section of this form

### ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:		
College or Program:	Desired term of implementation:	Mode of Delivery:
CHABSS CSM CEHHS COBA	Fall Spring	$\Box$ face to face
Other	Summer Year	hybrid fully on-line
Course Proposer (please print):	Email:	Submission Date:

### 1. Course Catalog Description:

#### 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

#### SIGNATURES

Course Proposer		Date		Department Chair		date	
Please 1	note that	the departi	ment will be requ	ired to report assessm	ent data to the	GEC annua	lly DC Initial
		Support	Do not support*			Support	Do not support*
Library Faculty	Date			Impacted Discipline Chair	Date	_	
		Support	Do not Support*			Approve	Do not Approve
Impacted Discipline Chair	Date			GEC Chair	Date		

#### \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B4: Mathematics and Quantitative Reasoning

See GE Handbook for information on each section of this form

Part A: B4 Quantitative Reasoning General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Math/Quant Reasoning GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
B4.1: Explain and apply a variety of		
fundamental mathematical concepts,		
symbols, computations and principles.		
B4.2: Determine which quantitative or		
symbolic reasoning methods are		
appropriate for solving a given		
problem and correctly implement		
those methods.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively		
in writing to various audiences.		
(writing)		
Students will think critically and		
analytically about an issue, idea or		
problem. (critical thinking)		

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All B4 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	<b>No Yes</b>
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	<b>No Yes</b>
LEAP 3: Personal and Social Responsibility	No Yes
LEAP 4: Integrative Learning	No Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	No Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	No Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

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# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B4: Mathematics and Quantitative Reasoning

See GE Handbook for information on each section of this form

### Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	now will this requirement be met by the instructor.
requirement: A minimum of 2500 words of writing	
shall be required for 3+ unit courses.	
All courses offered in area B4 must have a prerequisite	
of at least intermediate algebra and must use a level of	
mathematics beyond that of intermediate algebra. No	
remedial algebra courses (e.g., Math 10, 20, and 30)	
can be used to satisfy this requirement. Even if a	
course has intermediate algebra as a prerequisite, it will	
not satisfy the Quantitative Reasoning Requirement	
unless it also meets each of the following three	
conditions:	
It must focus on the use of mathematical	
language and formal reasoning in a variety of	
diverse disciplines, using a broad range of	
examples.	
It must provide some historical perspective on	
the role which this approach has played in the	
development of human knowledge and of our	
understanding of the world.	
• It must demonstrate a variety of methods, such	
as the use of abstract symbols, of numeric	
techniques, of logical reasoning, of geometry,	
etc.	
A statistics component may be included which must:	
• Develop the students' ability to comprehend	
the power and broad utility of the	
fundamental mathematical models presented,	
rather than merely teaching rote statistical	
skills; and	
Must indicate applications to several areas.	
A computer science component may be included	
which must:	
• Teach a computer language that is suitable for	
use in diverse areas;	
• Teach this language in such a way that the	
student is led to a fundamental understanding	
of the nature of problem solving by combining	
data structures with algorithms; and	
Provide fundamental skills in the use of	
computers for the application of university	
level quantitative methods to the solution of	
problems in many diverse areas.	

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# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA C1: Arts

See GE Handbook for information on each section of this form

### ABSTRACT

Course Abbreviation and Number:	Course Title:				
Number of Units:					
College or Program:	<b>Desired term of implementation:</b> □Fall □Spring	Mode of Delivery: face to face hybrid			
Other	Summer Year:	fully on-line			
Course Proposer (please print):	Email:	Submission Date:			

### 1. Course Catalog Description:

#### 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

### SIGNATURES

Course Proposer		Date		Department Chair		date		
Please 1	note that	the departi	ment will be requ	ired to report assessm	ent data to the (	e GEC annually		
		Support	Do not support*			Support	Do not support*	
Library Faculty	Date			Impacted Discipline Chair	Date	_		
		Support	Do not Support*			Approve	Do not Approve	
Impacted Discipline Chair	Date			GEC Chair	Date	_		

#### \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA C1: Arts

See GE Handbook for information on each section of this form

Part A: C1 Arts General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Arts GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
C1.1 Students will describe the ways		
in which art informs us of issues of		
diversity (such as race, class and		
gender) in a global, national or local		
context.		
C1.2: Students will apply theoretical		
and/or critical perspective to the study		
of art past and present.		
C1.3: Students will recognize and		
explain various artistic styles from		
diverse cultures and peoples.		
C1.4: Students will use appropriate		
vocabulary to describe and analyze		
works of artistic expression within the		
historical context in which the work		
was created.		
C1.5: Articulate various theoretical		
principles in their analysis of works in		
the arts and humanities. [Methods		
courses]		
C1.6: Use relevant research methods		
to analyze and interpret works in the		
arts and humanities. [Methods		
courses]		
C1.7: Students will create works of art		
that demonstrate facility with the key		
techniques of the art form in question.		
These courses will be taught face-to-		
face, rather than online. [Creative		
Activity Courses]		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively		
in writing to various audiences.		
(writing)		
Students will think critically and		
analytically about an issue, idea or		
problem. (critical thinking)		
Students will find, evaluate and use		
information appropriate to the course		
and discipline. (Faculty are strongly		
encouraged to collaborate with their		
library faculty.)		

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA C1: Arts

See GE Handbook for information on each section of this form

# Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C1 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	<b>No Yes</b>
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	No Yes
LEAP 3: Personal and Social Responsibility	No Yes
LEAP 4: Integrative Learning	No Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	No Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	No Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

### Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	
requirement: A minimum of 2500 words of writing	
shall be required in 3+ unit courses,	
Assessment of student learning will take a multitude of	
forms, including writing assignments, exams, discussion,	
and creative projects and performances.	

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA C2: Humanities

See GE Handbook for information on each section of this form

### ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:		
College or Program:	Desired term of implementation:	Mode of Delivery:
CHABSS CSM CEHHS COBA	Fall Spring	$\Box$ face to face
Other	Summer Year	hybrid fully on-line
Course Proposer (please print):	Email:	Submission
		Date:

#### 1. Course Catalog Description:

#### 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

#### SIGNATURES

Course Proposer		Date		Department Chair		date	
Please 1	note that	the departi	ment will be requ	ired to report assessm	ent data to the	GEC annua	lly DC Initial
		Support	Do not support*			Support	Do not support*
Library Faculty	Date			Impacted Discipline Chair	Date	_	
		Support	Do not Support*			Approve	Do not Approve
Impacted Discipline Chair	Date			GEC Chair	Date	_	

#### \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA C2: Humanities

See GE Handbook for information on each section of this form

Part A: C2 Humanities General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Humanities GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
C2.1: Analyze and interpret the ways		u5505500.
in which the humanities engage issues		
of human existence and human		
diversity, such as race, ethnicity,		
gender, sexuality, and dis/ability.		
C2.2: Explore how humanistic		
traditions, disciplines, and methods		
inform our understanding of the social		
world, fostering critical evaluation of		
social, political, economic and		
environmental influences on human		
life.		
C2.3: Apply multiple theoretical,		
critical, and analytical perspectives to		
the study of history, the arts, and the		
humanities, in order to interpret and		
appreciate the humanistic traditions of		
diverse cultures and peoples.		
C2.4: Articulate how theoretical		
approaches come to play in the		
creation and analysis of works in the		
humanities. [Methods Courses]		
C2.5: Use accepted research methods		
to analyze and interpret cultural		
formations, ranging from works in the		
humanities, to historical processes of		
development and change. [Methods		
Courses]		
C2.6: Students will sharpen their		
understanding of concepts and		
methods of criticism by creating works		
that demonstrate facility with the		
artistic or literary techniques in		
question. [Creative Activity Courses]		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively		
in writing to various audiences.		
(writing)		
Students will think critically and		
analytically about an issue, idea or		
problem. (critical thinking)		
Students will find, evaluate and use		
information appropriate to the course		
and discipline. (Faculty are strongly		
encouraged to collaborate with their		
library faculty.)		

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA C2: Humanities

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C2 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP goal:
LEAP 1: Knowledge of Human Cultures and the	No Yes
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	<b>No Yes</b>
LEAP 3: Personal and Social Responsibility	<b>No Yes</b>
LEAP 4: Integrative Learning	<b>No Yes</b>
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	<b>No</b> Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	<b>No</b> Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	
requirement: A minimum of 2500 words of writing	
shall be required in 3+ unit courses.	
Assignments will provide instruction in discipline-	
specific conventions of writing, research, and reference	
citation.	
Students will gain practice in appropriate, general or	
discipline-specific research methods and/or critical	
techniques, to strengthen the quality of their	
interpretation and analysis of the cultural works or	
historical subject matters at hand.	
Students will gain familiarity with information	
resources and technologies relevant to the discipline,	
subject matters, and topics of study in question.	
Assessment of student learning will take various forms,	
through multiple kinds of assignments that are	
appropriate to the methods of the discipline and the	
topics being studied.	

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA C3: Language Other Than English (LOTER)

See GE Handbook for information on each section of this form

### ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:		
College or Program:	Desired term of implementation:	Mode of Delivery:
CHABSS CSM CEHHS COBA	Fall Spring	$\Box$ face to face
Other	Summer Year	☐ hybrid ☐ fully on-line
Course Proposer (please print):	Email:	Submission Date:

### 1. Course Catalog Description:

### 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

### SIGNATURES

Course Proposer		Date		Department Chair		date	
Please r	ote that	the departi	ment will be requi	ired to report assessm	ent data to the	GEC annua	lly DC Initial
		Support	Do not support*			Support	Do not support*
Library Faculty	Date			Impacted Discipline Chair	Date	_	
		Support	Do not Support*			Approve	Do not Approve
Impacted Discipline Chair	Date			GEC Chair	Date	_	

#### \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA C3: Language Other Than English (LOTER)

See GE Handbook for information on each section of this form

Part A: C3 Language other than English General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

LOTER GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
C3.1: Demonstrate an intermediate		
level of speaking and listening		
competence in a language other than		
English.		
C3.2: Demonstrate an intermediate		
level of reading and writing		
competence in a language other than		
English.		
C3.3: Identify several important		
figures in the target culture(s), and		
know why they are important.		
C3.4: Express themselves in		
complete sentences at the intermediate		
level with sufficient accuracy and		
sociolinguistic appropriateness so as to		
be understood by a native speaker		
accustomed to interacting with		
nonnative speakers.		
C3.4: Compare and contrast the		
student's home culture with target-		
language culture(s).		
C3.5: Describe the diversity of		
cultures found within the target		
language speech community.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively		
in writing to various audiences.		
(writing)		
Students will think critically and		
analytically about an issue, idea or		
problem. (critical thinking)		
Students will find, evaluate and use		
information appropriate to the course		
and discipline. (Faculty are strongly		
encouraged to collaborate with their		
library faculty.)		

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA C3: Language Other Than English (LOTER)

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C3 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	□ No □ Yes
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	No Yes
LEAP 3: Personal and Social Responsibility	No Yes
LEAP 4: Integrative Learning	No Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	□No □Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	□No □Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	
requirement: A minimum of 2500 words of writing	
shall be required for 3+ unit courses.	
All language course proposals/syllabi shall require the	
application of information literacy to the course	
material. This includes opportunities for students to	
read, evaluate and analyze information, and report	
results of their analysis clearly. Courses will be	
assigned a librarian as a resource person to facilitate the	
information literacy and library use components.	
All language courses will include a component which	
requires students to communicate ideas orally (or	
manually in the case of signed languages).	

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA D: Social Science

See GE Handbook for information on each section of this form

### ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:		
College or Program:         CHABSS       CSM         CHABSS       CSM         Other	<b>Desired term of implementation:</b> □Fall       □Spring	Mode of Delivery:
Course Proposer (please print):	Summer Year: Email:	fully on-line     Submission     Date:

### 1. Course Catalog Description:

#### 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

### SIGNATURES

Course Proposer		Date		Department Chair		date	
Please n	ote that	the departi	ment will be requi	ired to report assessm	ent data to the (	GEC annua	lly DC Initial
		Support	Do not support*			Support	Do not support*
Library Faculty	Date			Impacted Discipline Chair	Date	_	
		Support	Do not Support*			Approve	Do not Approve
Impacted Discipline Chair	Date			GEC Chair	Date	-	

#### \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA D: Social Science

See GE Handbook for information on each section of this form

Part A: D Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
D.1 Students will describe and		
critically apply social science theories		
and methods to problems. This may		
include the development of research		
questions, critical evaluation of		
evidence, data collection, fieldwork,		
and/or employment of mathematical		
analysis.		
D.2 Students will analyze the impact		
of race, class, gender and cultural		
context on individuals and/or local and		
global societies.		
D.3 Students will outline the		
contemporary and/or historical		
perspectives of major political,		
intellectual, psychological, economic,		
scientific, technological, or cultural		
developments		
D.4 Students will explain the		
usefulness of a disciplinary		
perspective and field of knowledge for		
social issues and problems.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively		
in writing to various audiences.		
(writing)		
Students will think critically and		
analytically about an issue, idea or		
problem. (critical thinking)		
Students will find, evaluate and use		
information appropriate to the course		
and discipline. (Faculty are strongly		
encouraged to collaborate with their		
library faculty.)		

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA D: Social Science

See GE Handbook for information on each section of this form

# Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All D courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	□ No □ Yes
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	No Yes
LEAP 3: Personal and Social Responsibility	<b>No Yes</b>
LEAP 4: Integrative Learning	<b>No Yes</b>
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	□No □Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	No Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	
requirement: A minimum of 2500 words of writing	
shall be required for 3+ unit courses.	
Instructors will include an evaluation of students'	
written work which assesses both content and writing	
proficiency.	
Courses will include a component requiring students to	
develop an understanding of the core information	
resources and literature of the disciplines.	
All social sciences core course proposals/syllabi shall	
require information literacy: This includes	
opportunities for students to read, evaluate and analyze	
social science information, and report results of their	
analysis clearly. Courses will be assigned a librarian as	
a resource person to facilitate the information literacy	
and library use components.	

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

### ABSTRACT

Course Abbreviation and Number: Number of Units:	Course Title:	
College or Program:       CHABSS       CHABSS       CSM       CEHHS       COBA	Desired term of implementation:         Fall         Summer         Year:	Mode of Delivery: face to face hybrid fully on-line
Course Proposer (please print):	Email:	Submission Date:

### 1. Course Catalog Description:

#### 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

#### SIGNATURES

Course Proposer		Date		Department Chair		date	
Please 1	ote that	the departi	ment will be requ	ired to report assessm	ent data to the	GEC annua	lly DC Initial
		Support	Do not support*			Support	Do not support*
Library Faculty	Date			Impacted Discipline Chair	Date	_	
		Support	Do not Support*			Approve	Do not Approve
Impacted Discipline Chair	Date			GEC Chair	Date	_	

#### \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

Part A: D7 Interdisciplinary Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Interdisciplinary Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
D.1 Students will describe and		
critically apply social science theories		
and methods to problems. This may		
include the development of research		
questions, critical evaluation of		
evidence, data collection, fieldwork,		
and/or employment of mathematical		
analysis.		
D.2 Students will analyze the impact		
of race, class, gender and cultural		
context on individuals and/or local and		
global societies.		
D.3 Students will outline the		
contemporary and/or historical		
perspectives of major political,		
intellectual, psychological, economic,		
scientific, technological, or cultural		
developments		
D7.1 Students will explain the		
usefulness of an interdisciplinary		
approach for studying social		
phenomena and issues.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively		
in writing to various audiences.		
(writing)		
Students will think critically and		
analytically about an issue, idea or		
problem. (critical thinking)		
Students will find, evaluate and use		
information appropriate to the course		
and discipline. (Faculty are strongly		
encouraged to collaborate with their		
library faculty.)		

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All D7 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	□ No □Yes
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	No Yes
LEAP 3: Personal and Social Responsibility	No Yes
LEAP 4: Integrative Learning	No Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	□ No □Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	□No □Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

#### Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	
requirement: A minimum of 2500 words of writing	
shall be required for 3+ unit courses.	
Instructors will include an evaluation of students'	
written work which assesses both content and writing	
proficiency.	
Courses will include a component requiring students to	
develop an understanding of the core information	
resources and literature of the disciplines.	
All social sciences core course proposals/syllabi shall	
require information literacy: This includes	
opportunities for students to read, evaluate and analyze	
social science information, and report results of their	
analysis clearly. Courses will be assigned a librarian as	
a resource person to facilitate the information literacy	
and library use components.	

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA Dcg: American Institutions – Constitution and Government

See GE Handbook for information on each section of this form

### ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:		
College or Program:	Desired term of implementation:	Mode of Delivery:
CHABSS CSM CEHHS COBA	☐ Fall ☐ Spring	$\Box$ face to face
Other	Summer Year:	hybrid fully on-line
Course Proposer (please print):	Email:	Submission
		Date:

### 1. Course Catalog Description:

### 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your
course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

#### SIGNATURES

Course Proposer		Date		Department Chair		date	
Please n	ote that i	the departi	nent will be requi	ired to report assessm	ent data to the (	GEC annual	
							DC Initial
		Support	Do not support*			Support	Do not support*
Library Faculty	Date			Impacted	Date	-	
				Discipline Chair			
		Support	Do not Support*			Approve	Do not Approve
Impacted Discipline	Date			GEC Chair	Date	-	
Chair							

### \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA Dcg: American Institutions – Constitution and Government

See GE Handbook for information on each section of this form

Part A: Dcg American Institutions – Constitution/Government General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Constitution/Government GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
Dc/g.1: Students will be able to		
distinguish the major features of the		
United States and California		
constitutions.		
Dc/g.2: Students will be able to		
describe the relationships between		
governmental institutions and actors		
and nongovernmental actors such as		
political parties and interest groups as		
well as the effects of these		
relationships on political processes and		
outcomes.		
Dc/g.3: Students will be able to		
explain constitutional rights, including		
landmark cases that address free		
speech, religious freedom and racial		
and gender equality as well as due		
process rights.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively		
in writing to various audiences.		
(writing)		
Students will think critically and		
analytically about an issue, idea or		
problem. (critical thinking)		
Students will find, evaluate and use		
information appropriate to the course		
and discipline. (Faculty are strongly		
encouraged to collaborate with their		
library faculty.)		

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA Dcg: American Institutions – Constitution and Government

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All Dcg courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	□ No □ Yes
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	No Yes
LEAP 3: Personal and Social Responsibility	No Yes
LEAP 4: Integrative Learning	No Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	No Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	No Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	×
requirement: A minimum of 2500 words (OR 850	
words/1 unit, 1700 words/2 units) of writing shall be	
required in each course.	
Instructors will include an evaluation of students'	
written work which assesses both content and writing	
proficiency. Writing assignments in courses meeting	
the Dc, Dg, and/or the Dh requirement shall be	
analytical in nature.	
As per EO 1061, the course content must include:	
1. The political philosophies of the framers of the	
Constitution and the nature and operation of United	
States political institutions and processes under	
that Constitution as amended and interpreted.	
2. The rights and obligations of citizens in the political	
system established under the Constitution.	
3. The Constitution of the state of California within	
the framework of evolution of federal-state	
relations and the nature and processes of state and	
local government under that Constitution.	
4. Contemporary relationships of state and local	
government with the federal government, the	
resolution of conflicts and the establishment of	
cooperative processes under the constitutions of	
both the state and nation, and the political processes	
involved.	

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA Dh: American Institutions – History

See GE Handbook for information on each section of this form

### ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:		
College or Program:         □CHABSS       □CSM       □CEHHS       □COBA         □Other       □Other       □Other	Desired term of implementation: Fall Spring Summer Year:	Mode of Delivery: face to face hybrid fully on-line
Course Proposer (please print):	Email:	Submission Date:

### 1. Course Catalog Description:

#### 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

#### SIGNATURES

Course Proposer		Date		Department Chair		date	
Please n	ote that	the departi	ment will be requi	ired to report assessm	ent data to the (	GEC annua	lly DC Initial
		Support	Do not support*			Support	Do not support*
Library Faculty	Date			Impacted Discipline Chair	Date	_	
		Support	Do not Support*			Approve	Do not Approve
Impacted Discipline Chair	Date			GEC Chair	Date	_	

#### \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

# California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA Dh: American Institutions – History

See GE Handbook for information on each section of this form

Part A: Dh American Institutions – History General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

History GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
Dh 1. Students will be able to identify		
and discuss connections between the		
national past and present.		
Dh 2. Students will evaluate		
differences and changes in		
interpretations of U.S. history as a		
discipline, and the U.S. government as		
a system.		
Dh 3. Students will demonstrate an		
ability to analyze, synthesize, compare,		
and critically evaluate multiple types		
of evidence about the past.		
Dh 4. Students will recognize different		
cultural practices, economic structures,		
and political institutions and be able to		
explain why they have changed over		
time.		
Dh 5. Students will critically evaluate		
the varieties of experience found in the		
historical record, exploring diversity as		
a component of history.		
Dh 6. Students will recognize the		
influence of global forces and identify		
their connections to local and national		
developments.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively		
in writing to various audiences.		
(writing)		
Students will think critically and		
analytically about an issue, idea or		
problem. (critical thinking)		
Students will find, evaluate and use		
information appropriate to the course		
and discipline. (Faculty are strongly		
encouraged to collaborate with their		
library faculty.)		

#### California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA Dh: American Institutions – History

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All Dh courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	<b>No Yes</b>
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	No Yes
LEAP 3: Personal and Social Responsibility	No Yes
LEAP 4: Integrative Learning	No Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	□No □Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	□No □Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	* ×
requirement: A minimum of 2500 words of writing	
shall be required for 3+ unit courses.	
Instructors will include an evaluation of students'	
written work which assesses both content and writing	
proficiency. Writing assignments in courses meeting	
the Dc, Dg, and/or the Dh requirement shall be	
analytical in nature.	
Writing assignments in courses meeting the Dh	
requirement will require students to address historical	
issues.	
As per EO 1061, the course content must include:	
1. Significant events covering a minimum time span of	
approximately one hundred years and occurring in	
the entire area now included in the United States of	
America, including the relationships of regions	
within that area and with external regions and	
powers as appropriate to the understanding of those	
events within the United States during the period	
under study.	
2. The role of major ethnic and social groups in such	
events and the contexts in which the events have	
occurred.	
3. The events presented within a framework that	
illustrates the continuity of the American	
experience and its derivation from other cultures,	
including consideration of three or more of the	
following: politics, economics, social movements,	
and geography.	

#### California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA E: Lifelong Learning, Self-Development and Information Literacy

See GE Handbook for information on each section of this form

#### ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:		
College or Program:	Desired term of implementation:	Mode of Delivery:
CHABSS CSM CEHHS COBA	□Fall □Spring	face to face
Other	Summer Year:	fully on-line
Course Proposer (please print):	Email:	Submission
		Date:

#### 1. Course Catalog Description:

#### 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

#### SIGNATURES

Course Proposer		Date		Department Chair		date	
Please 1	note that	the departi	ment will be requ	ired to report assessm	ent data to the (	GEC annua	lly DC Initial
		Support	Do not support*			Support	Do not support*
Library Faculty	Date			Impacted Discipline Chair	Date	-	
		Support	Do not Support*			Approve	Do not Approve
Impacted Discipline Chair	Date			GEC Chair	Date	_	

#### \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

Course Coordinator: Phone: Email:

#### California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA E: Lifelong Learning, Self-Development and Information Literacy See GE Handbook for information on each section of this form

See OE Hanabook for information on each section of this form

Part A: E Lifelong Learning and Self-Development General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Lifelong Learning and Self- Development GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
E1.1 Describe the physiological,		
social/cultural, and psychological		
influences on their own well-being.		
E1.2 Identify and actively engage in		
behaviors that promote individual		
health, well-being, or development.		
E1.3 Describe the value of		
maintaining behaviors that promote		
health, well-being and development		
throughout their lifespan.		
E1.4 Describe how their well being is		
affected by the university's academic		
and social systems and how they can		
facilitate their development through		
active use of campus resources and		
participation in campus life.		
E2.1 Students will demonstrate their		
critical thinking skills by locating,		
analyzing and synthesizing		
information.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)		
Students will think critically and analytically about an issue, idea or problem. (critical thinking) Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.

#### California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA E: Lifelong Learning, Self-Development and Information Literacy See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All E courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	□ No □ Yes
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	No Yes
LEAP 3: Personal and Social Responsibility	No Yes
LEAP 4: Integrative Learning	No Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	□No □Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	□No □Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	
requirement: A minimum of 2500 words of writing	
shall be required for 3+ unit courses.	
Courses in this area highlight the students' self-	
development and promote the acquisition of skills that	
will allow the student to be a life-long learner. Courses	
that examine human development across the lifespan	
will not satisfy the Area E requirement unless the	
students' own growth is the focal point of the course.	
Courses will focus on the interdependence of the	
physiological, social/cultural, and psychological factors	
which contribute to students' own personal	
development.	
Content will cover factors that promote and detract	
from students' ability to achieve optimal individual	
health, well-being or development across various points	
in their lives.	
These courses will include at least 5 hours of class time	
dedicated specifically to information literacy	
instruction taught in collaboration with library faculty.	
Specifically, under the context of academic research,	
students will be able to articulate their information	
need, formulate a search strategy, use the appropriate	
tool to find information, evaluate information, and	
integrate these sources into their research assignments.	
Courses will require assignments that will assist the	
student in understanding how to use information in an	
academic and scholarly community.	

#### California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B3: Life Science Lab Only Course

See GE Handbook for information on each section of this form

#### ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units:		
College or Program:         CHABSS       CSM         CHABSS       CSM         Other	Desired term of implementation:         □Fall       □Spring         □Summer       Year:	Mode of Delivery: face to face hybrid fully on-line
Course Proposer (please print):	Email:	Submission Date:

#### 1. Course Catalog Description:

#### 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

Course description, course title and course number
Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
Topics or subjects covered in the course
Registration conditions
Specifics relating to how assignments meet the writing requirement
Tentative course schedule including readings
Grading components including relative weight of assignments

#### SIGNATURES

Course Proposer		Date		Department Chair		date	
Please 1	ote that	the departi	ment will be requ	ired to report assessm	ent data to the	GEC annua	lly DC Initial
		Support	Do not support*			Support	Do not support*
Library Faculty	Date			Impacted Discipline Chair	Date	_	
		Support	Do not Support*			Approve	Do not Approve
Impacted Discipline Chair	Date			GEC Chair	Date	_	

#### \* If the proposal is not supported, a memo describing the nature of the objection must be provided.

Course Coordinator: Phone Email:

#### California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B3: Life Science Lab Only Course

See GE Handbook for information on each section of this form

Part A: B3 Life Science Lab Only Course General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Life Science w/ Lab GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
B3.1 Students will demonstrate that		
they can conduct experiments, make		
observations, or run simulations using		
protocols and methods common in the		
scientific discipline in which the		
course is offered.		
B3.2 Students will be able to interpret		
the results of experiments,		
observations or simulations,		
understanding random and systematic		
errors associated with those activities,		
and making appropriate conclusions		
based on theories or models of the		
scientific discipline in which the		
course is offered.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively		
in writing to various audiences.		
(writing)		
Students will think critically and		
analytically about an issue, idea or		
problem. (critical thinking)		
Students will find, evaluate and use		
information appropriate to the course		
and discipline. (Faculty are strongly		
encouraged to collaborate with their		
library faculty.)		

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All B3 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the	<b>No Yes</b>
Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	<b>No</b> Yes
LEAP 3: Personal and Social Responsibility	No Yes
LEAP 4: Integrative Learning	<b>No</b> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM
	goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about	No Yes (please describe):
issues of diversity.	
CSUSM 2: Exposure to and critical thinking about the	□No □Yes (please describe):
interrelatedness of peoples in local, national, and global	
contexts.	

#### California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST • AREA B3: Life Science Lab Only Course

See GE Handbook for information on each section of this form

#### Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing	
requirement: A minimum of 850 words of writing shall	
be required in 1 unit courses.	
Courses in the life sciences will take as their primary	
focus such concepts found in traditional life science	
disciplines (e.g., levels of organization of living	
systems, from molecules to ecosystems, structures and	
functions of living organisms, principles of genetics,	
patterns and theories of evolution, interactions of	
organisms with each other and their environment).	
Courses will require students to develop an	
understanding of the core information sources and the	
literature of the science disciplines.	
Courses will require students to think critically so that	
they are able to distinguish scientific arguments from	
pseudo-scientific myths or opinions.	

#### GEC: Upper-Division General Education Area Learning Outcomes

3 **Rationale**: For the past several years the General Education Committee (GEC) has been working 4 on the creation of learning outcomes for the CSUSM general education curriculum in order to be in compliance with CSU Chancellor's Executive Orders 1033 and 1065 (the text of these orders 5 can be accessed at: http://www.calstate.edu/eo/). These Executive Orders required all CSU 6 7 campuses to develop general education learning outcomes, or GELOs, reflecting the goals and values of their general education programs. 8 9 10 GELOs for the 18 areas of lower-division general education were approved by the Academic Senate last year. The three sets of GELOs below are for the three upper-division general 11 12 education areas: Mathematics, Quantitative Reasoning, Physical and Life Science (BB); 13 Humanities and the Arts (CC); and Social Sciences (DD). Approval of GELOs for the three upper-division general education areas will be an essential step towards full compliance with 14 *Executive Orders* 1033 and 1065, and will also be a critical step toward completion of the 15 CSUSM General Education Handbook. Language regarding the special rules (i.e. "Course 16 Requirements") governing which courses can be used to satisfy UDGE requirements in each area 17 18 will be included in the GE Handbook and will reflect current practices (e.g., science and mathematics majors can take a course outside of their discipline and this course will count for 19 20 BB credit; courses in these areas must include these elements...). Lastly, the GELOs (both lower-21 and upper-division) will play an essential role in facilitating assessment of the general education 22 program in the future, as required by the university's accrediting body – the Western Association 23 of Schools and Colleges (WASC). 24 25 **Definition:** Learning outcomes for the three areas of upper-division general education (BB, CC 26 and DD) 27 28 Authority: General Education Committee 29 30 **Scope**: Upper-division general education courses 31 32 Mathematics, Quantitative Reasoning, Physical and Life Science (BB) 33 34 1. Students will apply principles of mathematics, natural sciences, or computational science to problems in the discipline of the course. 35 36 37 2. Students will apply the principles of mathematics, natural science, or computational science to contemporary issues beyond the discipline of the course (e.g., political, societal, business, 38 cultural, diversity, health, or environmental). 39 40 41 3. Students will explain how a field of mathematics or science has progressed over time, giving 42 examples of (a) well-established laws and theories that are no longer debated in scientific and 43 mathematical circles, and (b) areas in which there are unanswered questions or where the application of well-established principles to new situations carries some uncertainty or 44 45 controversy. 46 47 4. Students will explain and/or use methods that mathematicians or scientists utilize to generate knowledge in a particular field, and be able to critically examine instances in which deviations 48 49 from these methods may result in less reliable conclusions. 50 51

1

- 52 Humanities and the Arts (CC) 53 54 1. Students will be able to identify various approaches to spirituality, the arts, philosophy, and/or 55 intellectual thought. 56 57 2. Students will utilize critical analysis and/or creative activity in order to examine the cognitive 58 and affective aspects of human experiences. 59 60 3. Students will analyze the aesthetic, metaphysical, or ethical manifestation of the human mind in diverse historical and/or cultural contexts. 61 62 63 Social Sciences (DD) 64 1. Students will do one or both of the following: 65 a. Analyze problems using social scientific reasoning. 66 b. Explain the historical and/or social context of major political, economic, 67 scientific, technological, or cultural developments. 68 69 70 2. Students will analyze the ways in which individuals, societies and culture are affected by two 71 or more of the following: a. Gender 72 73 b. Ethnicity 74 c. Class 75 d. Regional and/or Global identities 76
- 3. Students will be able to explain the value of multidisciplinary and/or interdisciplinary
- 78 approaches.

1		APC: Graduation Requirements
2	Rationale:	
3 4 5 6 7	1. Title 5 requires all Bachelor of Arts degrees to include a minimum of 40 units of upper-division coursework. The same requirement does not apply to Bachelor of Science degrees which typically have much more extensive lower-division requirements. This policy change corrects a mis-transcription of Title 5 into campus policy by removing the inadvertent requirement that students must also include at least 40 units of upper-division coursework in every Bachelor of Science degree.	
8 9 10 11 12	duplication of would be less	of the policy on "Restrictions on Upper Division General Education Courses" is an exact "the policy with the title "Cross Listed Upper Division General Education Courses." It confusing to have this only appear once in the Policies and Procedures Database, and it is iate that the single policy be the one from GEC and not APC.
13 14 15	Definition:	Unit requirements for all degree undergraduate programs, minors, and academic certificate programs, and representation on diplomas and transcripts.
16 17	Authority:	Title V, CSU, and the President.
18	Scope:	All CSUSM undergraduate and academic certificate programs.

- 19
- 20 Procedure

#### 21 I. UNIT REQUIREMENT

- 22 Every baccalaureate degree (i.e., Bachelor of Arts or Bachelor of Science) requires completion of a
- 23 minimum of 120 semester units. Some choices of majors will require more than 120 semester units; the

descriptions of each major specify how many units are required. <u>Regardless of the major requirements</u>, a

- 25 student must complete at least forty (40) units of upper-division coursework to earn a Bachelor of Arts
- 26 <u>degree.</u>

27 At least forty (40) units shall be in upper-division credit and nNo more than seventy (70) units may be

transferred from a community college.

#### 29 II. MAJOR REQUIREMENTS

- Every baccalaureate degree must include an approved major. A major for a Bachelor of Arts degree must include at least twenty-four (24) units exclusive of units used to meet the General Education requirement and a major for a Bachelor of Science degree must include at least thirty-six (36) units exclusive of units used to meet the General Education requirement. For a Bachelor of Arts degree, at least twelve (12) units required in the major shall be upper-division courses, and for a Bachelor of Science degree, at least eighteen (18) units required for the major shall be upper-division. Most majors require more than these
- 36 minima.

#### 37 III. MULTIPLE MAJORS

- 38 It is possible for a student to complete more than one major within one degree (for example, a B.A.).
- 39 Each major after the first major must consist of at least 24 semester units that are not counted toward any

- 40 other major's requirements. To be recognized as graduating with multiple majors, a student must declare
- 41 the additional major(s) with the appropriate discipline or program no later than the beginning of the
- 42 student's final year of study. The completion of additional majors within one degree will be noted at the
- time of graduation by appropriate entries on the student's transcript and on the diploma. Majors appear on
- the diploma in the order in which the student has designated them to be the first major, second major, etc.
- 45 It is also possible for a student to complete a major (or majors) in one degree concurrently with additional
- 46 majors from a different degree (for example, a major in a B.S. concurrently with another major from a
- 47 B.A.). Each major after the first major must consist of at least 24 semester units that are not counted
- toward any other major's requirements. By declaring which major is the first major, second major, etc.,
- 49 the student also declares the order in which the degrees, and the majors leading to these degrees, appear
- 50 on the diploma and transcript. Students must make this declaration no later than the beginning of the
- 51 student's final year of study.

#### 52 IV. MINORS

- 53 An undergraduate student may elect to complete one or more minors; this is not a degree requirement.
- 54 Unless the description of the major(s) and minor contain additional stated restrictions, there is no
- restriction on double-counting units in the major(s) and the first minor that a student declares. After the
- 56 first minor, each subsequent minor must contain twelve units beyond those used for major requirements
- 57 and other minors. Students may not declare or receive a minor in the same subject or title as the major.
- 58 Minors are awarded as part of a baccalaureate degree. The completion of a minor will be noted on the
- 59 student transcript, but not on the diploma.

#### 60 V. ACADEMIC CERTIFICATES & CERTIFICATE PROGRAMS

- 61 Cal State San Marcos grants certificates to individuals who complete certificate programs that enhance
- 62 major requirements or credential programs. A certificate is issued upon the successful completion of an
- 63 academic certificate program. The university acknowledges the completion of a certificate by recording it
- on the student transcript, but not on the diploma.

#### 65 **VI. RESTRICTIONS ON UPPER-DIVISION GENERAL EDUCATION COURSES**

- A. No student may use a course from their major area, or any course cross listed with their major area, to
   satisfy upper division general education (UDGE) requirements BB, CC, DD.
- 68 **B.** For majors with a primary field, students are prohibited from using courses in their primary field or
- 69 any course cross listed with their primary field. For majors in which students take courses from a variety
- 70 of fields and no primary field is named, students are not prohibited from taking courses in these fields.
- 71 (E.g., Human Development majors take courses in Biological Sciences, Psychology, and Sociology. They
- 72 are not prohibited from taking courses that are cross-listed with these fields.)

l	FAC: Library RTP policy revision		
2 <b>Rati</b>	nale: On 3/25/13, FAC approved the Library's revised RTP document. This revision captures four		
3 year	years of work in the Library. Sue Thompson, elected FAC member, served as contact between FAC and		
-	ibrary faculty. The revision is so substantial that the item will be presented as new (rather than a		
	ed up version of the existing policy). The current document is dated August 2003 and is available at		
	//www.csusm.edu/policies/active/documents/library_retention_tenure_and_promotion_standards.htm		
7 <i>l</i> .			
3			
	najor changes are summarized below.		
)	This is the first complete rewrite of the library RTP standards since the original document. The		
l	document was re-organized and brought into line with current RTP standards and common		
	practices in other college RTP documents		
	Professional performance		
	• Clarified the variety and breadth of work expected of most library faculty.		
	• Clarified the role of the Assignment of Responsibility in explaining each librarian's unique		
	set of responsibilities for their job.		
	<ul> <li>Listed in detail the various types of work library faculty responsible for including areas of</li> </ul>		
	specialization, such as instruction or metadata, as well as cross-cutting responsibilities, such		
	as professional development or coordination of a unit.		
	<u>Research</u>		
	• Clarified the types of service activities librarians typically engage in		
	<ul> <li>Categorized research activities according to level of rigor and importance with Category A</li> </ul>		
	for significant, referred publications, Category B for other types of research products such as		
	presentations and non-referred publications, and Category C for research under		
	development.		
	<ul> <li>The standards for retention, tenure and promotion were tied to the 3 categories.</li> </ul>		
	• The standards for retention, tenure and promotion were tied to the 5 categories.		
	<u>Service</u>		
	• Explain the importance of service		
	<ul> <li>Distinguish between shared governance-related service at library and university level vs.</li> </ul>		
	service activities supporting the discipline of librarianship.		
DL	ENTION, TENURE, AND PROMOTION (RTP) STANDARDS LIBRARY		
NL I	ENTION, TENORE, AND I KOWOTION (KII) STANDARDS LIDRARI		
Defi	<b>ition</b> Standards governing retention, tenure, and promotion process for faculty in the Library.		
	sandards governing recondon, condec, and promotion process for faculty in the Library.		
Ant	<b>ority</b> The collective bargaining agreement between the California State University and the		
Aut	California Faculty Association.		
Sco	e Eligible Library faculty at California State University San Marcos.		
500	e Englote Elorary faculty at Camornia State Oniversity San Marcos.		
ΙP	EAMBLE		
	document sets forth general standards and criteria for retention, tenure, and promotion of full-time		
	ty in the Library. The provisions of this document are intended to be implemented in conformity		
	university-wide retention, tenure and promotion policies. The Library is guided also by the standards		
	American Library Association (ALA) and Association of College and Research Libraries (ACRL).		
01 11			

#### 52 **II. DEFINITIONS OF TERMS AND ABBREVIATIONS**

- 53
- The Library uses the same definitions, terms, and abbreviations as defined in the University RTP document.
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- A. The University RTP standards require "Teaching, Research/Creative Activity, and Service." The Library standards require "Professional Performance, Research/Creative Activity and Service."
  B. For clarity, the use of "is" is informative, "shall" is mandatory, "may" is permissive, "should" is
- B. For clarity, the use of "is" is informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is intentional.
  C. A "standard" is a reference point or formalized expectation against which progress can be
  - C. A "standard" is a reference point or formalized expectation against which progress can be measured for retention, tenure, and promotion.
  - D. Tenure-track refers to all fulltime, permanent faculty librarians. More specific designations of status should use the terms untenured and tenured.

#### 66 III. GUIDING PRINCIPLES

- A. All standards and criteria reflect the University and Library mission statements and advance the goals embodied in those statements, including the following:
  - 1. Library faculty are active scholars.
  - 2. Enhance student learning through sustained excellence in professional performance, research, and service to the university and profession.
  - 3. Promote individual and cultural diversity and multiple perspectives.
  - 4. Value intellectual engagement, academic freedom, community, integrity, innovation, and inclusiveness.
- B. The Library respects the intellectual freedom of their faculty by avoiding standards that are too prescriptive while emphasizing the unique nature of the library and information science discipline.
- C. The performance areas to be evaluated include professional performance, research and service.
  While there will be diversity in the contributions of faculty members to the University, the
  Library affirms the university requirement of sustained high quality performance and encourages
  flexibility in the relative emphasis placed on each performance area. The relative weight given to
  the three criteria may vary over time as reflected in the librarian's Assignment of Responsibility
  and as described in their curriculum vita and narrative. The faculty member must meet the
  minimum standards in each of the three areas.
- D. These standards are designed to allow individual library faculty scope for achievement in various areas of library and information science and scholarship encompassing the values in the
   University and Library mission statements. While not expected to meet each and every criterion
   listed below, library faculty are required to progressively expand their contributions within the
   Library, the University, and the profession.
  - E. Library RTP Standards serve as guidelines for library faculty as they progress in their career and also to educate others outside of the discipline, including deans, university committees, and the provost, with respect to the practice and standards of library and information science.
- F. Faculty have a right to clearly articulated performance expectations. Library RTP Standards
   provide consistency in guiding tenure-track faculty in the preparation of their working personnel
   action files (WPAFs).
- G. Retention, tenure, and promotion decisions are made on the basis of evaluation of individual performance, and ultimate responsibility for meeting all standards and criteria rests with the candidate. Sound advice and counsel by tenured faculty can significantly contribute to the achievement of the highest level of individual performance and should be available. Candidates may choose whether to avail themselves of such advice and counsel.
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#### 104 IV. WPAF

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- Items shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate connections across all three documents. Items submitted in one area of performance shall not be duplicated in any
- 108 other area of performance evaluation. However this does not prohibit the candidates from describing the 109 interconnections between multiple performance areas.
- 110
- 111 Should a conflict exist between the Library document and the University document, the latter prevails.
- 112 Library WPAF files shall contain the following:
- 113
- 114 A. Cover memo requesting review.
- B. Complete index of material in the WPAF.
- 116 C. Current curriculum vitae.
- D. Library Assignment of Responsibility (all successive documents for the review period).
- 118 E. Reflective statement[s] that addresses the standards for review (not to exceed 15 pages).
- F. Evidence of success arranged and labeled to correspond with the standards for review (not to exceed 30 items).
- 121 G. All previous personnel reviews.
  - H. RTP Standards—Library.
- 123 I. Library mission statement.124

## 125 IV. ELECTION OF PEER REVIEW COMMITTEE

- Election procedures are defined in the Library Faculty Council bylaws. Should a conflict exist between
  these procedures and the University's RTP (section IV Responsibilities of those involved in the review
  cycle, C. Election and composition of the Peer Review Committee), the University's RTP prevails.
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# 131 V. STANDARDS AND CRITERIA132

- A. Retention: A positive recommendation for retention requires that the candidate's record clearly
   meets the articulated standards for the granting of a retention decision in each of the three areas:
   professional performance, scholarly research/creative activities, and scholarly service.
- B. Tenure and/or Promotion: A positive recommendation for tenure or promotion requires that the
   candidate's record clearly meets the articulated standards for the granting of a tenure/promotion
   decision in each of the three areas: professional performance, scholarly research/creative
   activities, and scholarly service.
- C. Early Tenure is considered an exception. A positive recommendation for either early tenure or
   early promotion requires that the candidate's record clearly meets the articulated standards for the
   granting of a tenure and/or promotion decision in ALL areas. To be eligible for either early tenure
   or early promotion, a candidate must show a sustained record of successful experience at
   California State University San Marcos.

## 146 A. Professional Performance

- 147 The primary area for evaluation is the library faculty member's success in professional performance.
- Because the Library faculty position is flexible enough to potentially include professionals with varied responsibilities within the Library, the standards that apply to Professional Performance stem from each
- employee's Assignment of Responsibility. The candidate develops their Assignment of Responsibility in
- consultation with the Dean with a view to articulating the faculty member's individual approach to the
- 152 goals of the Library Mission Statement.
- 153

- 154 The library's primary role is to support the teaching and learning mission of the university. Librarians
- 155 facilitate and enhance student learning through their individual areas of librarianship. All aspects of
- academic librarianship ultimately support teaching and learning, even when direct contact with students
- and faculty is not immediately apparent.

- 158
- 159 A. 1. Professional Performance
- 160 This section provides guidance on professional performance responsibilities for the retention, tenure and

promotion of library faculty. In addition, it serves to define library faculty work to an external audience.
 Professional Performance activities may include but are not limited to:

a. Accomplish professional objectives and effectively fulfill responsibilities as described in the 163 candidates' Library Assignment of Responsibility. 164 b. Assess use of library services and analyze changing research trends in order to anticipate 165 user needs and future library directions. 166 167 Initiate new ideas, technological innovations, or alternative approaches in library programs. c. d. Communicate and collaborate with colleagues and users, such as developing productive 168 liaison relationships with faculty and students and outreach programs to the community, and 169 demonstrate versatility and teamwork, including the ability to work effectively in a range of 170 Library function and subject areas. 171 Develop and implement instruction, reference/point-of-use instruction, and other means to 172 e. support the development of students' information literacy throughout the CSUSM 173 174 curriculum. f. Develop library collections in assigned subject areas that support the curricular needs of the 175 campus. 176 177 Plan technology, develop systems, and evaluate effectiveness of automated systems g. designed to support student research, provide access to library resources and services, and 178 facilitate library processes. 179 h. Establish and manage bibliographic systems that facilitate the organization and control of 180 information resources. 181 182 i. Establish and manage effective acquisition of information resources. Establish, manage and facilitate user access to library collections and resources and provide 183 i. resource sharing to external collections. 184 k. Demonstrate professional growth by systematically updating knowledge of and skills in 185 current practices, trends, research and technology in assigned area of responsibility. 186 Possess and share a level of expertise and knowledge of current practices that are 187 1. acknowledged and sought by colleagues and other professionals. 188 m. Demonstrate effective leadership as coordinator of a library area including establishing and 189 190 achieving goals in area of responsibility, planning and coordinating resources, and collaborating across the library. Demonstrate effective communication and management in 191 the supervision and evaluation of library staff and operations. 192 Demonstrate growth in leadership in identifying and solving problems, managing projects, 193 n. and initiating programs and services. 194 o. Mentor and encourage the professional development of faculty, staff, students, interns, and 195 others as appropriate. 196 197 Effectively represent and advocate for the library to the rest of the university. Promote p. efforts for cooperation and collaboration with other campus entities, the community, and 198 professional groups. 199 200 201 A. 2. Criteria for the evaluation of professional performance includes: : a. Effectiveness, impact, and/or expertise in fulfillment of the candidate's Assignment of 202 Responsibility. 203 204 b. Effectiveness, impact, and/or expertise regarding the candidate's leadership, supervision, administration, and/or mentorship. 205 Impact of professional development and growth towards advancing the candidate's 206 с. disciplinary knowledge and/or expertise in their area of responsibility. 207

- 208 A. 3. Evidence for professional performance 209 It is the responsibility of the candidate to provide effective evidence and documentation of their 210 211 professional performance. The candidate will articulate the relevance of submitted items in the narrative. 212 213 For librarians who provide instruction as articulated in their Assignment of Responsibility, student evaluations of instruction are required in the WPAF, as per the Library's policy. Student evaluations are 214 not included in the 30 item limit for WPAF evidence. 215 216 217 Selected items representing professional performance, such as: 218 a. Samples of work demonstrating effectiveness, impact, and/or expertise in fulfillment of the 219 candidate's Assignment of Responsibility. 220 b. Materials resulting from or demonstrating leadership, supervision, administration, or 221 mentorship. 222 c. Materials illustrating professional development and growth. 223 d. Other relevant materials as listed in the University's Retention, Tenure, and Promotion 224 document (Section II.E.3.c of Faculty Personnel Procedures for Retention, Tenure, and 225 226 Promotion). 227 A. 4. Standards and Expectations for Professional Performance for retention, tenure and promotion a. For Retention at the rank of Senior Assistant Librarian or Associate Librarian, untenured 228 library faculty shall demonstrate increasing effectiveness in professional performance in 229 fulfillment of the candidate's Assignment of Responsibility; professional development and 230 growth; and leadership. 231 232 b. Granting of Tenure at any rank recognizes accomplishments and services performed during the probationary years. Further, the granting of tenure is an expression of confidence that the 233 faculty member has both the commitment to and the potential for continued development and 234 accomplishment throughout their career. Tenure will be granted only to those individuals who 235 meet the standards required to earn promotion to the rank at which tenure will be granted. 236 c. For Promotion to Associate Librarian, library faculty shall demonstrate sustained and 237 significant effectiveness, beyond that required for retention, in professional performance in 238 fulfillment of the candidate's Assignment of Responsibility; professional development and 239 240 growth; and leadership. d. For Promotion to Librarian, library faculty shall demonstrate sustained and significant 241 effectiveness, beyond that required for promotion to Associate, in professional performance in 242 fulfillment of the candidate's Assignment of Responsibility; professional development and 243 growth; and leadership and initiative. As more experienced faculty, associate librarians being 244 considered for promotion to librarian are held to a higher standard. 245 246 **B.** Research/Creative Activity 247 Research/Creative Activity ("scholarship") is the second area of evaluation for the retention, tenure 248 and promotion of library faculty. It is essential to the University's mission that each Library faculty 249 250 member demonstrates continued commitment, dedication, and growth as a scholar. The criteria 251 emphasize quality and sustained scholarship over the entire period of review. For Librarians, scholarship may be basic, applied, theoretical, integrative, and/or related to pedagogy. 252 In all cases, scholarship results in an original contribution to the discipline and practice of library and 253 254 information science and includes dissemination and scholarly communication beyond the university. Individual or collaborative research is valued by the Library. Scholarly contributions in other subjects 255 256 may be considered when they are directly related to the Library Assignment of Responsibility.
- B. 1. Research/Creative Activity may include but is not limited to the following three categories.
- 258 Instructions on using the categories appear in section B.4.:

## 259 Category A:

260

- Peer-reviewed articles published/accepted by refereed journals.
- Peer-reviewed published/accepted book chapters.

262	• Books published in/accepted for publication.
263	Papers published in/accepted for refereed conference proceedings.
264	
265	Category B:
266	
267	Editorially reviewed articles and book chapters.
268	• Paper presentations panel presentations, or poster sessions (other than Category A
269	work[s] accepted for refereed conference proceedings).
270	Creation of significant and innovative electronic resources.
271	• Refereeing a book, journal article, monograph, or conference paper.
272	• Editing a journal, book, or monograph.
273	• Funded external research grants, university research grants, or research fellowships.
274	
275	Category C:
276	<ul> <li>Proposals for external research grants, university research grants, or research fellowships.</li> </ul>
277	• Submitted manuscripts.
278	• Manuscripts in progress.
279	• Research in progress.
280	research in progressi
281	B. 2. Criteria for the evaluation of Research/Creative Activity include, but are not limited to:
282	• Type of publication (e.g. peer-reviewed; selected by editor; mainstream press).
283	<ul> <li>Extent of research dissemination and contribution to the discipline.</li> </ul>
284	• Type of presentation (refereed, invited, etc.), level of presentation venue (i.e. local, regional,
285	statewide, nationwide, or international), and the sponsoring organization.
286	• Competiveness, selectivity, and prestige of grants, fellowships, or awards within the discipline.
287	<ul> <li>Impact on student learning and university's mission.</li> </ul>
288	<ul> <li>Specific contribution to multiple authored pieces.</li> </ul>
289	
290	B. 3. Evidence of Research/Creative Activity includes, but is not limited to:
291	Published article, book chapter, book, software/creative activity.
292	• Acceptance letter for publication (e.g. journal, edited work, etc.).
293	<ul> <li>Conference proposal, invitation, and accepted materials (paper, presentation, poster,</li> </ul>
294	refereed proceedings, etc.).
295	• Research grants/fellowships/award proposal, award letter, special recognition, and/or final
296	report.
297	Institutional Review Board (IRB) documentation.
298	• Results of research including data, reports, etc.
299	• Documentation of completed or in-process research.
300	
301	B. 4. Standards and expectations for Research/Creative Activity for retention, tenure, and
302	promotion:
303	a. Retention (tenure-track Senior Assistant and Associate Librarian ranks)
304	• For retention at the Senior Assistant Librarian rank, the librarian shall develop a research
305	agenda and build evidence of research such as acceptance of publications and/or
306	conference presentations.
307	• For retention at the probationary Associate Librarian rank, the librarian shall provide
308	evidence of research such as a focused research agenda, publications, and/or conference
309	presentations.
310	Candidates for retention at the Senior Assistant and probationary Associate Librarian
311	ranks should at a minimum include:
312	and the second
313	<ul> <li>2<sup>nd</sup> year retention: evidence from Category C.</li> </ul>

314	<ul> <li>4<sup>th</sup> year retention: evidence from Category C and evidence of progress toward</li> </ul>
315	fulfillment of tenure and promotion requirements in Categories A and B.
316	
317	b. Tenure and/or promotion to Associate Librarian rank:
318	• Library faculty at this rank shall demonstrate an established research agenda and
319	continued scholarship. Only items published after appointment may be considered. If
320	service credit was awarded, the candidate should include evidence of accomplishments
321	from the service credit time period specified. The following describe the research
322	standards for a faculty member to be promoted from Senior Assistant to Associate
323	Librarian rank and/or receive tenure:
323	
324	<ul> <li>A minimum of one item from Category A.</li> </ul>
325	<ul> <li>A minimum of one item from Category A.</li> <li>A minimum of two additional items from Category A and/or B.</li> </ul>
320 327	<ul> <li>Items from Category C, if applicable.</li> </ul>
327	c. Promotion to Librarian rank:
329	• Library faculty at this rank shall provide evidence of an established research agenda,
330	sustained and significant research, and nationally recognized expertise. Only published
331	items not considered in the last promotion may be considered. The following describe the
332	research standards for a faculty member to be promoted from Associate to Librarian rank:
333	
334	• A minimum of two items from Category A.
335	• A minimum of four additional items from Category A and/or B.
336	<ul> <li>Items from Category C, if applicable.</li> </ul>
337	
338	C. Service
339	Service is the third area of evaluation for the retention, tenure and promotion of library faculty. The
340	Library faculty defines service activities as activities that are informed by one's Professional Performance
341	and Scholarship but are clearly beyond the scope of the Assignment of Responsibility. For academic
342	librarians service is essential to understanding educational needs, impacting student learning and
343	influencing information policies locally, nationally, and internationally.
344	The Library faculty views activities that enhance the institution and the profession, locally, nationally and
345	internationally as integral components of the faculty service responsibility. While the mix and magnitude
346	of service may vary, an appropriate level of service to the library, profession and university is expected. A
347	librarian will participate actively in shared governance in the library, campus, and university system. It is
348	also expected that a librarian will participate in some manner of service to the profession. Professional
349	service at the local, state, national or international level contributes to advancing the discipline of
350	librarianship and to staying current on issues and trends. Alternative forms of service should clearly
351	involve expertise, disciplinary knowledge and experience.
352	C. 1. Service activities may include but are not limited to:
353	
354	<ul> <li>Serving as chair or member of a Library, Senate, Academic Affairs, or CSU</li> </ul>
355	committee.
356	• Serving as a member, contributing to a committee assignment, and/or holding
357	leadership positions in professional organizations.
358	• Mentoring or advising other faculty, staff, and/or students.
359	• Organizing meetings, conferences, workshops.
360	Contribution to professional newsletters.
361	• Accepting administrative activities or special assignments above and beyond the outlined
362	duties of the position.
363	<ul> <li>Presenting through seminars, conferences, and lectures in area of expertise to community</li> </ul>
364	and non-expert groups.
365	<ul> <li>Developing exhibits or bibliographies in area of expertise.</li> </ul>
366	<ul> <li>Serving as a subject expert or consultant.</li> </ul>
367	<ul> <li>Providing content expertise to develop a program, conference, workshop, or seminar.</li> </ul>
507	AS 04/10/2013 Page 90 of 107

368 369 370	• Writing or speaking on area of expertise for community, media and other general audiences.
371	C. 2. Criteria for the evaluation of each type of service are:
372	• Depth of the expertise and preparation.
373	• Contributions that relate directly to Professional Performance or Scholarly activities.
374	• Impact of the service.
375	• Relevance to the library and university mission.
376	
377	C. 3. Evidence:
378	The reflective statement should discuss the goals of the service and reflect on the quality of the
379	contribution. A complete list of achievements in service should be effectively delineated in the
380	comprehensive CV, and items presented as evidence should be discussed in the reflective statement.
381	Examples of evidence:
382	• Documents, reports or other evidence of the impact of the librarian's service achievement.
383	• Letters showing extent and level of contribution from appropriate organizers, officers, panel
384	chairs, editors or similar officials of regional or national organizations.
385	• Documents describing candidate involvement as an officer, speaker, panelist, external reviewer,
386	referee, consultant, visiting lecturer, etc.
387	<ul> <li>Programs or flyers describing the event and/or listing the candidate's contribution.</li> </ul>
388	• Awards earned for the service (e.g., certificates, plaques).
389	
390	C. 4. Standards and expectations for service for continuation or promotion at each rank:
391	a. For Retention at tenure-track Senior Assistant and Associate Librarian ranks,
392	the librarian shall provide evidence of active participation in shared governance. Typical service
393	includes participation in library and senate committees and beginning to be active in professional
394	organizations and/or developing their expertise.
395	
396	b. For Tenure and/or promotion to Associate Librarian rank, the librarian shall provide evidence of
397	service through sustained contribution and or by taking a leadership role within the library,
398	university, and/or profession in responding to the needs of the academic community. A library faculty
399 400	member at this rank will apply her/his expertise to appropriate service activities where their impact is
400	manifest.
401 402	c. For promotion to the Librarian rank, the librarian shall provide evidence of service and of its
402 403	recognition beyond the university that demonstrates substantial and sustained service contributions to
403 404	the university, to the community and/or to the discipline of library and information science.
404	the university, to the community and/or to the discipline of notary and information science.

1 2		APC Academic Calendar Assumptions <del>March 3, 2010<u>March 18, 2013</u></del>
3	L	
4		ents <u>the AY <del>2010</del>2014</u> -2014-2018 calendar <u>s</u> with the following assumptions and
5	restriction	ns.
6		
7		he Fall semester begins on a Monday and contains fifteen weeks of instruction, but we lose
8		our weekdays: Labor Day, Veterans Day, Thanksgiving Day, and the Friday after Thanksgiving
9		ay. The exact dates are determined by working back from the last Wednesday or Thursday
10		efore December 24, and declaring that day to be the last day in the grading period. For most
11 12	-	ears, this last grading day will be a Thursday which gives a four-day grading period (Monday
12		rough Friday) with final exams ending the preceding Saturday; occasionally there will only be a ree-day grading period (Monday through Wednesday). There are thus always <b>71 instructional</b>
13 14		ays in the Fall. Since the day of the week for Veterans Day changes from year to year, there is
14		<b>b fixed pattern of MTWRF(Sa) frequencies</b> . For already approved <del>2008–09, 2009–10 and</del>
15 16		$\frac{100}{110}$ $\frac{11}{2011}$ $\frac{12}{12}$ , $\frac{100}{110}$ $\frac{100}{110}$ $\frac{11}{110}$ $\frac{100}{110}$ $$
10		$5-14 \underline{15}-14-14 \underline{-14}$ and $14 \underline{13}-15-15-\underline{13}-\underline{14}-14 \underline{-(14)}$ , respectively. For the proposed $2011-12$ ,
18		$\frac{11}{12-13}$ and $\frac{2013-142014-15}{2015-16}$ , $\frac{2016-17}{2016-17}$ and $\frac{2017-18}{2017-18}$ calendars, these will be $\frac{14-14-14}{14-14-16}$
19		5-14-14-(14), $14-15-14-14-(14)$ , $14-15-15-14-13-(14)$ , and $14-15-15-14-13-(13)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-15-14-13-(14)+14-15-15-14-13-(14)+14-15-15-15-14-13-(14)+14-15-15-15-14-13-(14)+14-15-15-15-14-13-(14)+14-15-15-15-14-13-(14)+14-15-15-15-14-13-(14)+14-15-15-15-14-13-(14)+14-15-15-15-14-13-(14)+14-15-15-15-15-14-13-(14)+14-15-15-15-15-14-13-(14)+14-15-15-15-15-15-15-15-15-15-15-15-15-15-$
20		<b>1-13, 13-15-14-14 and 13-15-15-14-14,</b> respectively. Saturday classes do not meet over
21		hanksgiving weekend or on November 11 if it is a Saturday; the latter occurs in Fall 2016.
22		
23	• T	he Spring semester begins on either the Monday or Tuesday after Martin Luther King, Jr. Day.
24		he exact dates are determined by setting the faculty preparation period to begin on the earliest
25	W	Vednesday or Thursday that can be placed in the state February period (which can begin in
26	Ja	nuary but be no longer than 45 calendar days). For most years, the first day will be a
27		ednesday which gives a three-day faculty preparation period (Wednesday through Friday);
28		ccasionally there will only be a two-day faculty preparation period. It effectively contains fifteen
29		eeks of instruction, one complete week for Spring Break week, and one more holiday. The
30		bliday is Martin Luther King, Jr. Day in years where instruction begins the Tuesday immediately
31		llowing Martin Luther King, Jr. Day (in which case Spring Break is moved to the same week as
32		esar Chavez Day), and it is Cesar Chavez Day in years where instruction begins Monday
33 34		Illowing Martin Luther King, Jr. Day (in which case Spring Break is moved up to the midpoint Sthe semaster, the rinth week after the start of instruction). There are always a total of <b>74</b>
34 35		The semester, the ninth week after the start of instruction). There are <u>always</u> a total of <b>74</b> astructional days in the Spring. Since the "additional holiday" (besides Spring Break) is either
35 36		artin Luther King, Jr. Day (always a Monday) or Cesar Chavez Day which falls on different
30 37		ay of the week each year, there is <b>no fixed pattern of MTWRF(Sa) frequencies</b> . For already
38		pproved 2011-12, 2012-13, and 2013-14, these were 15-15-15-14-15, 14-15-15-15-15, and 14-
39	_	5-15-15, respectively. <del>and t</del> The <b>MTWRF(Sa) frequency pattern for the proposed 2014-</b>
40		5, 2015-16, 2016-17 and 2017-18 <del>2010-11, 2011-12, 2012-13 and 2013-14 calendars will be</del>
41		4-15-15-15-15-(14), 15-15-15-14-15-(14), 15-15-15-15-14-(14), and 15-15-15-15-14-(14) <del>15-</del>
42		5-15-14-15, 15-15-15-15-14, 14-15-15-15-15, and 14-15-15-15-15. Saturday classes meet on
43	th	e weekend at the beginning of Spring Break, but not on the weekend at the end of Spring Break.
44	_	
45		ogether the Fall and Spring semesters always contain 145 instructional days, the minimum
46		quired number. There are <u>usually</u> fourteen Saturdays in the Fall and <u>always 14 Saturdays in the</u>
47		pring-semester, but these are not officially counted as "instructional days," since Saturday is not
48	a	typical class day.
49		
50		ummer session runs for 10 weeks. The first day of instruction is a Monday at least one full
51		<u>eek after grades are due for the Spring semester,</u> and <u>the last days</u> of instruction <del>are is a</del>
52		aturdays at least one full week before the fall faculty preparation period. The MTWRF(Sa)
53 54		equency pattern varies from year to year depending on the location of Independence Day. <u>Also</u> , hen the 4 <sup>th</sup> of July is a Friday, there are no Saturday classes on July 5; this occurs in Summer
54	<u>w</u>	nen me 4 of july is a triday, mere are no Saturday classes on july 5, this occurs in Summer

55		<u>2014.</u> For the proposed Summers of <u>20112014</u> , <u>2012 2015</u> , <u>2016</u> and <u>2013 2017</u> these will be
56		<u>10-10-10-9-(9)</u> , <u>10-10-10-9-(9)</u> , <u>9-10-10-10-10-(10)</u> and <u>10-9-10-10-(10)</u> <u>10-(11)</u> <u>10-10-0-10-(11)</u> <u>10-10-10-10-(11)</u> <u>10-10-10-(10)</u>
57		10-(11), 10-10-9-10-(11) and 10-10-10-9-10-(11), respectively.
58	-	All grading for the Fall competen is completed before Winter Preak. There are either four
59 60	•	<u>All grading for the Fall semester is completed before Winter Break</u> . There are either four days in this grading period (Monday through Thursday) unless December 25 falls on a Friday or
60 61		Saturday, in which case the grading period is shortened to three days (Monday through
62		Wednesday); this occurs in Fall 2015.
63		wednesday) <u>, this occurs in Pan 2015</u> .
64	•	There is an entire week set aside for final exams for each semester. It runs Monday through
65	•	Saturday in the Fall and Saturday through Friday in the Spring. In the Spring semester, the last
66		day of final exams is also the first of two Commencement dates; exams will only be offered in the
67		early morning on this day. The Saturdays of finals week count as academic work days (academic
68		work days are instructional days, faculty preparation days, final exam days and grading days).
69		······································
70	•	There is a four day (Tuesday through Friday) faculty preparation period the week before class
71		start in the Fall; Convocation is held during this period. There is <u>usually</u> a three-day (Wednesday
72		through Friday) faculty preparation period for the Spring semester; occasionally there are only
73		two days (Thursday and Friday) in this preparation period – this shortening of the faculty
74		preparation period occurs in Spring 2015.
75		
76	•	There is a four day (Monday through Thursday, after Commencement weekend) grading period
77		at the end of the Spring semester.
78		
79	٠	There is no instruction in the week before the faculty preparation period, and Summer
80		session grades are due the Thursday of that week. This allows working days for grading, as
81		Summer session classes end the preceding week.
82		
83	٠	There is one full week of "processing time" between the end of the Spring semester and the
84		start of Summer session. At least this much time is necessary for Advising and EMS
85		Operations/Registrar to act on Spring grades for disqualification, etc.
86	A J J*49	
87 89	Addiu	ional Comments:
88 80	•	<b>Impact on Lecturer Benefits</b> : By delaying the start of the Spring semester, these calendars <u>meet</u> the Chancellor's Office requirement for CSU San Marcos that <u>make</u> the January pay-period <u>be</u>
89 90		the fifth pay period of the Fall semester rather than the first pay-period of the Spring semester,
90 91		which. This makes many lecturers eligible for an additional month of benefits (in January).
91 92	•	Alignment of Spring Break with Easter: The Academic Senate asked the old APP to investigate
92 93	-	this back in 1997-98, and APP concluded that there was too much variability in terms of when
94		Easter Sunday falls. In the three four years in question with this new set of calendars, Easter
95		Sunday is observed:
96		• April <u>85</u> , <u>20122015</u> : This is the Sunday at the end of the week following the proposed
97		Spring Break (which occurs after 10 weeks of instruction $10^{\text{th}}$ week of the semester).
98		• March 3127, 20132016: This already is the first is the Sunday at the end of the week
99		following the proposed Spring Break (which occurs after 8 weeks of instruction 11 <sup>th</sup> week
100		of the semester)
101		O April, 2016, 20142017: Easter comes late this year; Tthere are only three 3 weeks of
102		instruction after this date.
103		• April 1, 2018: This Sunday is a week after Spring Break (which occurs after 8 weeks of
104		instruction). As Cesar Chavez Day is observed on Friday, March 30, 2018, this will be a
105		three-day weekend.
106	•	Observance of Cesar Chavez Day. The new calendars move Spring Break away from Cesar
107		Chavez Day whenever this is possible.

108 109 110	<ul> <li>If classes do not begin until the week after Martin Luther King, Jr. Day, then it is possible to remove a full week of classes (for Spring Break) and Cesar Chavez day from the Spring instructional days and still met the minimum requirement for total instructional</li> </ul>
111	days in the academic year.
112	• If classes meet the week of Martin Luther King, Jr. Day and Spring Break were moved to
113	any other week besides the week with Cesar Chavez Day, then the calendar would be one
114	instructional day short, and these calendars are already at the minimum. In those years,
115	taking Spring Break in the week with Cesar Chavez Day effectively removes only four
116	days of instruction from the week - because all CSU campuses are required to be closed
117	in observance of Cesar Chavez Day; any other week would remove five days.
118	Note that the location of Spring Break will occasionally jump back and forth between the week
119	after the eighth week of classes and the week after the tenth week of classes. In the four proposed
120	calendars, there is the following pattern:
121	<ul> <li>Spring 2015: Spring Break contains Cesar Chavez Day and occurs after 10 weeks of</li> </ul>
122	instruction.
123	<ul> <li>Spring 2016: Cesar Chavez Day falls in the week after Spring Break, which occurs after 8</li> </ul>
124	weeks of instruction.
125	<ul> <li>Spring 2017: Cesar Chavez Day falls in the week after Spring Break, which occurs after 8</li> </ul>
126	weeks of instruction.
127	•— <u>Spring 2018: Cesar Chavez Day falls in the week after Spring Break, which occurs after 8</u>
128	weeks of instruction.
129	<u>o</u>
130	• Location of the Summer Session. In most years, the rules for determining the positions of the
131	Spring and Fall semesters leave twelve full weeks after the week in which Spring grades are due
132	and the week with the fall Faculty Preparation period, and Summer Session is assigned to the
133	middle ten weeks. In Summer 2015, there are 13 available weeks. After consultation with the
134	Registrar, APC has put the additional "free" week between the Summer Session and the Fall
135	semester.
136	AB 970. Assembly Bill 970 prohibits the CSU Board of Trustees from increasing mandatory
137	systemwide fees within the 90 days prior to the start of the Fall semester (or quarter) at any CSU
138	campus. One CSU campus was required to delay the start of its Fall 2013 semester in order to
139	allow a 90 day interval between the May Board of Trustees meeting and its originally scheduled
140	start. While the dates have not yet been set for Board of Trustees meetings in 2014 and beyond, it
141	is very unlikely that the proposed calendars would need to be further adjusted as part of the CSU
142	system complying with AB 970.
143	
144	

# 2014-2015 ACADEMIC CALENDAR

#### SUMMER 2014 Term

June 2 (Mon)	First day of classes for 10-week Summer classes and classes in first half-
	Summer block
July 3 (Thur)	Last day of classes for classes in first half-Summer block
July 4 (Fri)	Independence Day holiday — campus closed (No classes scheduled for
• • •	Saturday, July 5)
July 7 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Fri)	Initial Period for filing applications for Spring 2015 begins
August 9 (Sat)	Last day of classes for 10-week Summer classes and classes in second
	half-Summer block
August 14 (Thur)	Grades due from instructors; last day of Summer term
-	

Faculty pre-instruction activities Convocation for faculty and staff

Veterans Day - campus closed

Saturday, November 29)

Last day of classes Final examinations

Labor Day holiday — campus closed

Initial period for filing applications for Fall 2015 begins

Grades due from instructors; last day of Fall semester

Staff accumulated holidays - campus closed

Last day of class for first session of Fall half-semester classes\*

First day of class for second session of Fall half-semester classes\*

Thanksgiving holiday - campus closed (No classes scheduled for

First day of classes

#### FALL 2014 Semester

August 19-22 (Tue-Fri) *To Be Determined* August 25 (Mon) September 1 (Mon) October 1 (Wed) October 17 (Fri) October 18 (Sat) November 11 (Tue) November 27-28 (Thur-Fri)

December 6 (Sat) December 8-13 (Mon-Sat) December 18 (Thur) *To Be Determined* 

#### **SPRING 2015 Semester**

January 15-16 (Thur-Fri)	Faculty pre-instruction activities
January 19 (Mon)	Martin Luther King, Jr. Day — campus closed
January 20 (Tue)	First day of classes
March 13 (Fri)	Last day of class for first session of Spring half-semester classes*
March 14 (Sat)	First day of class for second session of Spring half-semester classes*
March 30-April 4 (Mon-Sat)	Spring break
March 31 (Tue)	Cesar Chavez Day — campus closed
May 8 (Fri)	Last day of classes
May 9-15 (Sat-Fri)	Final examinations
May 15-16 (Fri-Sat)	Commencement
May 21 (Thur)	Grades due from instructors; last day of Spring semester

145 146

(Note: This calendar is not intended to be construed as an employee work calendar.) \*Some Fall and Spring semester classes meet in a half-semester term.

# 2015-2016 ACADEMIC CALENDAR

scheduled for Saturday, July 4)

Faculty pre-instruction activities

Convocation for faculty and staff

Veterans Day – campus closed

Saturday, November 28) Last day of classes

**Final examinations** 

Labor Day holiday — campus closed

Summer block

half-Summer block

First day of classes

First day of classes for 10-week Summer classes and classes in first half-

Independence Day holiday (observed) — campus closed (No classes

Last day of classes for 10-week Summer classes and classes in second

Last day of classes for classes in first half-Summer block

First day of classes for classes in second half-Summer block

Initial Period for filing applications for Spring 2016 begins

Grades due from instructors; last day of Summer term

Initial period for filing applications for Fall 2016 begins

Grades due from instructors; last day of Fall semester

Staff accumulated holidays - campus closed

Last day of class for first session of Fall half-semester classes\* First day of class for second session of Fall half-semester classes\*

Thanksgiving holiday - campus closed (No classes scheduled for

#### SUMMER 2015 Term

June 1 (Mon)

149

July 2 (Thur) July 3 (Fri)

July 6 (Mon) August 1 (Sat) August 8 (Sat)

August 13 (Thur)

#### FALL 2015 Semester

August 25-28 (Tue-Fri) *To Be Determined* August 31 (Mon) September 7 (Mon) October 1 (Thur) October 23 (Fri) October 24 (Sat) November 11 (Wed) November 26-27 (Thur-Fri)

December 12 (Sat) December 14-19 (Mon-Sat) December 23 (Wed) *To Be Determined* 

#### **SPRING 2016 Semester**

January 20-22 (Wed-Fri) Faculty pre-instruction activities January 25 (Mon) First day of classes March 18 (Fri) Last day of class for first session of Spring half-semester classes\* First day of class for second session of Spring half-semester classes\* March 19 (Sat) March 21-26 (Mon-Sat) Spring break Cesar Chavez Day — campus closed March 31 (Thur) May 13 (Fri) Last day of classes May 14-20 (Sat-Fri) **Final examinations** May 20-21 (Fri-Sat) Commencement May 26 (Thur) Grades due from instructors; last day of Spring semester

150 151

(Note: This calendar is not intended to be construed as an employee work calendar.)

\*Some Fall and Spring semester classes meet in a half-semester term.

# 2016-2017 ACADEMIC CALENDAR

Independence Day holiday — campus closed

Last day of classes for classes in first half-Summer block

First day of classes for classes in second half-Summer block

Initial Period for filing applications for Spring 2017 begins

Grades due from instructors; last day of Summer term

Initial period for filing applications for Fall 2017 begins

Grades due from instructors; last day of Fall semester

Staff accumulated holidays - campus closed

Last day of class for first session of Fall half-semester classes\* First day of class for second session of Fall half-semester classes\*

Thanksgiving holiday – campus closed (No classes scheduled for

Summer block

half-Summer block

First day of classes

Faculty pre-instruction activities

Convocation for faculty and staff

Veterans Day – campus closed

Saturday, November 26) Last day of classes

**Final examinations** 

Labor Day holiday — campus closed

First day of classes for 10-week Summer classes and classes in first half-

Last day of classes for 10-week Summer classes and classes in second

#### SUMMER 2016 Term

June 6 (Mon)

July 4 (Mon) July 9 (Sat) July 11 (Mon) August 1 (Mon) August 13 (Sat)

August 18 (Thur)

#### FALL 2016 Semester

August 23-26 (Tue-Fri) *To Be Determined* August 29 (Mon) September 5 (Mon) October 1 (Sat) October 21 (Fri) October 22 (Sat) November 11 (Fri) November 24-25 (Thur-Fri)

December 10 (Sat) December 12-17 (Mon-Sat) December 22 (Thur) *To Be Determined* 

#### **SPRING 2017 Semester**

January 18-20 (Wed-Fri)	Faculty pre-instruction activities
January 23 (Mon)	First day of classes
March 17 (Fri)	Last day of class for first session of Spring half-semester classes*
March 18 (Sat)	First day of class for second session of Spring half-semester classes*
March 20-25 (Mon-Sat)	Spring break
March 31 (Fri)	Cesar Chavez Day — campus closed
May 12 (Fri)	Last day of classes
May 13-19 (Sat-Fri)	Final examinations
May 19-20 (Fri-Sat)	Commencement
May 25 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.) \*Some Fall and Spring semester classes meet in a half-semester term.

157 158 159

155 156

# 2017-2018 ACADEMIC CALENDAR

Independence Day holiday — campus closed

Last day of classes for classes in first half-Summer block

First day of classes for classes in second half-Summer block

Initial Period for filing applications for Spring 2018 begins

Grades due from instructors; last day of Summer term

Grades due from instructors; last day of Fall semester

Staff accumulated holidays - campus closed

Summer block

half-Summer block

Saturday, November 25) Last day of classes

**Final examinations** 

First day of classes for 10-week Summer classes and classes in first half-

Last day of classes for 10-week Summer classes and classes in second

#### SUMMER 2017 Term

June 5 (Mon)

July 4 (Tue) July 8 (Sat) July 10 (Mon) August 1 (Tue) August 12 (Sat)

August 17 (Thur)

#### FALL 2017 Semester

August 22-25 (Tue-Fri) Faculty pre-instruction activities To Be Determined Convocation for faculty and staff August 28 (Mon) First day of classes Labor Day holiday — campus closed September 4 (Mon) October 1 (Sun) Initial period for filing applications for Fall 2018 begins October 20 (Fri) Last day of class for first session of Fall half-semester classes\* First day of class for second session of Fall half-semester classes\* October 21 (Sat) Veterans Day (observed) – campus closed (No classes scheduled for November 10 (Fri) Saturday, November 11) Thanksgiving holiday - campus closed (No classes scheduled for November 23-24 (Thur-Fri)

December 9 (Sat) December 11-16 (Mon-Sat) December 21 (Thur) *To Be Determined* 

#### **SPRING 2018 Semester**

January 17-19 (Wed-Fri)	Faculty pre-instruction activities
January 22 (Mon)	First day of classes
March 16 (Fri)	Last day of class for first session of Spring half-semester classes*
March 17 (Sat)	First day of class for second session of Spring half-semester classes*
March 19-24 (Mon-Sat)	Spring break
March 30 (Fri)	Cesar Chavez Day (observed) — campus closed
May 11 (Fri)	Last day of classes
May 12-18 (Sat-Fri)	Final examinations
May 18-19 (Fri-Sat)	Commencement
May 24 (Thur)	Grades due from instructors; last day of Spring semester
/ht / =1 · · · · / ·	

161 162

(Note: This calendar is not intended to be construed as an employee work calendar.)

\*Some Fall and Spring semester classes meet in a half-semester term.

- 163 164
- 165

#### June 2013

Μ	Tu	W	Th	F	Sa		
					1		
3	4	5	6	7	8		
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17	18	19	20	21	22		
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July 2013								
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7	8	9	10	11	12	13		
14	15	16	17	18	19	20		
21	22	23	24	25	26	27		
28	29	30	31					

## August 2013

Su	М	Tu	W	Th	F	Sa
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				22		
25	26	27	28	29	30	31

#### September 2013

Su	М	Tu	W	Th	F	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2013								
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6	7	8	9	10	11	12		
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28	29	30	31				

November 2013								
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					1			
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		

#### December 2013

Su	М	Tu	W	Th	F	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

#### January 2014

Su	Μ	Tu	W	Th	F	Sa
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
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February 2014 Su M Tu W Th F Sa								
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n	F	Sa	<b>Mar</b> Su	ch 20 M
		1		
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20	21	22	16	17

March 2014									
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23	24	25	26	27	28	29			
30	31								

April 2014									
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13	14	15	16	17	18	19			
20	21	22	23	24	25	26			
27	28	29	30						

May 2014									
Su	Μ	Tu	W	Th	F	Sa			
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4	5	6	7	8	9	10			
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25	26	27	28	29	30	31			

June 2014										
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15	16	17	18	19	20	21				
22	23	24	25	26	27	28				
29	30									

30	51								
July 2014									
Su	М	Tu	W	Th	F	Sa			
		1	2	3	4	5			
6	7	8	9	10	11	12			
13	14	15	16	17	18	19			
20	21	22	23	24	25	26			
27	28	29	30	31					

August 2014									
Su	М	Tu	W	Th	F	Sa			
					1	2			
3	4	5	6	7	8	9			
10	11	12	13	14	15	16			
17	18	19	20	21	22	23			
24	25	26	27	28	29	30			
31									

November 2014

29 30 31

Su M Tu W Th F

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12 13

#### September 2014

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

#### January 2015 S

Su	Μ	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

#### October 2014



## February 2015 Su M Tu W Th F Sa

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15	16	17	18	19	20	21
22	23	24	25	26	27	28

23	24	25	26	27	28	29			
30									
March 2015									
Su	Μ	Tu		Th		Sa			
1	2	3	4	5	6	7			
8	9	10	11	12	13	14			
15	16	17	18	19	20	21			
22	23	24	25	26	27	28			

#### December 2014

Sa 

Sa

F

Su	М	Tu	W	Th	F	Sa
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14	15	16	17	18	19	20
					26	
28	29	30	31			

#### April 2015

Su	Μ	Tu	W	Th	F	Sa			
			1	2	3	4			
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Faculty Preparation Day (includes Convocation)

(Weekday) Instructional Day

Saturday class day; counts as an Academic Work Day if classes begin or end on this day

Final Exam Day (note that Saturday is an Academic Work Day)

Evaluation Day, "Other Days," and Grades Due Day

Commencement (not an Academic Day)

University Holiday (Date required by Board of Trustees Policy)

University Holiday (May have been moved from some other holiday date)

Spring Break Week

Likely dates from future calendars not yet developed

Days on which it is likely that the campus will be closed for Winter Break

#### **COMMITTEE REPORTS**

#### APC:

APC completed revision of the graduation requirement policy correcting several errors in the existing policy. We also developed new academic calendars for the next four years. Both were sent to EC for Senate consideration. Currently APC is working on creating policies for maximum units for intersession and for determining priorities in assignment of classroom space. APC is also working a revision of the challenge exam policy.

#### BLP:

<u>*P-form Reviews:*</u> We have submitted reviews on P-forms for a proposed Master's in Social Work (MSW) and a certificate for Global Teacher Studies & Preparation (both from CEHHS); we are currently reviewing P-forms for a post-MSN certificate in Palliative Care, an M.S. in Kinesiology, a Dual Language certificate for the M.A. in Education, (all from CEHHS), and a new option for the MBA (from COBA). The proposed Master of Public Health (MPH) will undergo further review by CEHHS.

<u>Space Concerns</u>: The Interim Provost's new Space Advisory Group (PSAG) will provide input on all space requests generated within Academic Affairs and can also weigh in on requests for space from other Divisions. All Colleges will be represented, and BLP's chair (or designee) will hold a seat on this advisory board. PSAG will be chaired this semester by CHABSS' Associate Dean Seleski, and we hope to meet this semester. All space requests can now be found at <u>http://www-dev.csusm.edu/universityspace/log.html</u>.

<u>Discussion of Academic Affairs' Request for Growth Funding for AY 2013-14</u>: The University Budget Committee (UBC) issued a call for funding requests for next year's anticipated FTES growth funding (contingent on legislative budget passage). Academic Affairs has already been allocated an additional \$700,000 to the base budget to cover new sections to meet the increase in student demand. BLP met with the Provost's Academic Affairs Leadership Council (AALC) on April 9 to discuss Academic Affairs' proposal. Minutes of prior AALC/BLP discussions on this issue can be found at

<u>http://www.csusm.edu/aa/committees\_councils/aalc\_pages/aalc1213/aalc\_meetings1213.html</u>. Much of the previous discussions focused on the 3-year rolling plans submitted by all units within Academic Affairs.

#### FAC:

1. FAC has approved a substantial revision of the Library RTP document. Sue Thompson, elected FAC member, served as contact between FAC and the Library faculty. The revision is so substantial that the item will be presented as new (rather than a marked up version of the existing policy). The current document (dated August 2003) is available at

http://www.csusm.edu/policies/active/documents/library\_retention\_tenure\_and\_promotion\_stan\_dards.html

The major changes are summarized below. This is the first complete rewrite of the library RTP standards since the original document. The document was re-organized and brought into line with current RTP standards and common practices in other college RTP documents. <u>Professional performance</u>

• Clarified the variety and breadth of work expected of most library faculty.

- Clarified the role of the Assignment of Responsibility in explaining each librarian's unique set of responsibilities for their job.
- Listed in detail the various types of work library faculty responsible for including areas of specialization, such as instruction or metadata, as well as cross-cutting responsibilities, such as professional development or coordination of a unit.

#### <u>Research</u>

- o Clarified the types of service activities librarians typically engage in
- Categorized research activities according to level of rigor and importance with Category A for significant, referred publications, Category B for other types of research products such as presentations and non-referred publications, and Category C for research under development.
- The standards for retention, tenure and promotion were tied to the 3 categories.

#### <u>Service</u>

- Explain the importance of service
- Distinguish between shared governance-related service at library and university level vs. service activities supporting the discipline of librarianship.

2. Feedback on the Department Chair Selection Process First Reading (March 2013)--On 3/6/13, FAC recommended to the Academic Senate the Spring 2012 interim policy be made permanent, thus institutionalizing a system for including lecturers in the process. At the first reading last month, the element of the document that generated most of questions was the balloting process, specifically: "Ballots will have each nominee's name and instructions to select 'Recommend,' 'Do Not Recommend,' or 'Abstain' for each name."

Other concerns were raised as well, and concerns and suggestions varied widely. FAC considered all of this feedback. For the second reading, FAC has amended the document, summarized here (all changes are tracked in the document):

- (1) creating a standard "ballot" that would be used by all units;
- (2) differentiating between uncontested and contested ballots
- (3) recommending a new section in the document called "Selection of Department Chair by President's Designee" which spells out more fully the role of the Dean, the designee, and also provides some feedback to the Department;
- (4) reformatting the document for clarity.

3. FAC has completed a revision of the University RTP Document--The Academic Senate already approved some changes in the fall, and has a specific change on the 4/10/13 agenda. Additional changes include necessary adjustments for compliance with the new CBA, and some editorial corrections.

4. FAC has approved a new RTP document for SSPARs (counselor faculty). As a representative of SSPAR counselor faculty, Fritz Kreisler (Lead Counselor, Counseling Services) brought to FAC a revision of the current SSPAR RTP document (dated August 2000). The current document is available at

<u>http://www.csusm.edu/policies/active/documents/student\_services\_professional\_academic\_relate</u> <u>d\_retention\_tenure.html</u>. Because so many changes were made, the proposed document does not track the changes. The changes are summarized below:

Because of the recent approval of the student mental health fee, CSUSM has, for the first time in more than a decade, been able to expand the staff and hire tenure track counselor faculty. The RTP policy in place was quite old and obsolete in a number of ways (for example, the administrative organization describing positions responsible for evaluating the faculty had become non-existent). There have also been important changes in the University's RTP policy and in the CBA during this period. To a large degree, then, this is a new policy rather than a set of corrections to the old one, although the core of it remains unchanged. For counselor faculty, each faculty member has a position description that, in some detail, describes the duties which that faculty member is expected to perform, including the relative amount of time that each duty entails. The counselor faculty are potentially a varied group in terms of their duties, so it is not possible, in the RTP policy, to be very specific about standards. Fortunately, the position description goes a long way towards defining these expectations, and each faculty member has one. Nevertheless, three general areas are common to all counselor faculty: professional performance, professional development, and service (to the department, division, university, and community). The new RTP policy tries to describe these and give examples of the kinds of activities and engagements crucial to each, since each will weigh crucially in evaluations. The policy thus tries to be as explicit as possible, considering the variability of the specific duties of each faculty member; it describes, hovering above these position-specific duties and standards, the three broad domains expected of each faculty member; and it acknowledges the position description as the ultimate source of information on the basis of which faculty will be evaluated. The new policy has been vetted and approved by FAC as being consistent with both the University's RTP policy and with the CBA. FAC approved the proposed document on 3/4/13.

#### GEC:

Courses reviewed and approved:

- LING 355 Heritage Languages and Heritage Speakers, Area DD, approved Feb. 21
- ANTH 375 Money, Power and Culture, Area DD, approved Feb. 28
- VSAR 123 Ways of Seeing: Intro to the History of Photography, Area C2, approved Feb. 28
- KINE 318 Sport, Games and Culture, Area DD, approved March 7
- ID 360-4 Disney Animated Films: A Small World After All, Area CC, approved March 14

#### Lower Division General Education Course Proposal Forms

The forms have been finalized by GEC and sent to Executive Committee for consideration by the Academic Senate. Rubrics have also been finalized to aid in the review process.

#### **Upper Division General Education Learning Outcomes**

After collecting feedback from faculty through departmental conversations and open forums, the GEC has forwarded draft learning outcomes for the three upper-division general education areas (BB, CC and DD) to Executive Committee for eventual consideration by the Academic Senate. In addition, the committee is continuing its work on completing a "GE Handbook" that faculty can utilize as a resource when proposing and teaching general education courses. The GEC is currently working on finalizing the portions of the GE Handbook concerned with the three upper-division areas.

#### Minimum Grade for the Golden Four

The committee also recently discussed and endorsed by a majority vote a proposal from the CSU Academic Senate to raise the minimum passing grade in the so-called "Golden Four" (Written Communication/English Composition, Mathematical Concepts/Quantitative Reasoning, Oral Communication, and Critical Thinking) from a "D-" to a "C". This endorsement is being sent to Executive Committee for eventual consideration by the Academic Senate.

LATAC: No report provided.

**NEAC:** NEAC's focus is on the following tasks:

- 1) Issued last calls for 2012-13 and filled a few additional seats on committees, including some newly formed committees (e.g., Faculty Engagement Advisory Committee).
- 2) Issued call for Spring Elections and been preparing for elections; ballots are finalized on April 9 and elections take place April 10-16. Senators are reminded to vote and to encourage non-senators colleagues to vote as well.
- 3) Each committee member has collected information from his/her respective unit regarding the recruitment process for the Long-term Academic Master Plan (LAMP) committee. NEAC will be meeting to review the process and offer recommendations if needed.
- 4) Will be drafting policy regarding temporary (one-semester) replacements on committees.
- 5) Will survey chairs of all Senate Committees regarding how the restructured committee membership has worked this first year to assess if any adjustments need to be made.

#### PAC:

PAC has finished responding to the Sociology B.A. Program Review, and is in the process of responding to the Criminology and Justice Studies Program Review. The School of Nursing MOU meeting has been held, and the MOU meetings for Sociology B.A. and Criminology and Justice Studies B.A. programs have been scheduled. Orientation meetings for programs that will be undergoing Program Review next year are also in the process of being scheduled.

#### SAC:

SAC will be reviewing the web site that has been developed, in collaboration with Risk Management, for the implementation of the field trip policy. The committee's goal is to finalize the web site by the end of the school year. We also are determining how to proceed on the Internship Policy.

#### UCC:

Work completed Since March 2013: After careful review and extensive discussion with the originators and among UCC members, UCC approved Global Teacher Studies and Preparation Certificate, MBA, Fully Employed Option P-2 form and M.S. in Mathematics P-2 form, 4 new courses and 4 C-2 forms.

Continuing Work: UCC will continue the review of the new C form template. UCC is currently working with the originators regarding Palliative Care Certificate, MS in Kinesiology, MBA - Certificate Program Leading to Specialized MBA, COMM 444 to address UCC's concerns.