

## 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: [Jackie Trischman](#) Referrals to cmtes: APC Graduation requirement policy revision  
APC Priorities for classroom scheduling  
FAC Library RTP policy revision
- IV. Vice Chair's report: [Vivienne Bennett](#) UBC update
- V. Secretary's report: [J McDaniel](#) *The following Senate item has been forwarded to the university administration:*  
APC Latin Honors policy  
SAC Student Course Grade Appeals policy
- VI. [President's](#) report: Karen Haynes
- VII. Interim [Provost's](#) report: Graham Oberem
- VIII. [ASI](#) report: Cipriano Vargas
- IX. [VPSA](#) report, Lorena Meza *Unable to attend.*
- X. [ASCSU](#) report: [Brodowsky/Meilich](#)
- XI. [CFA report](#): [Garry Rolison](#)
- XII. [Standing Committee](#) 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 House  
August 27 New Senator Orientation, 12-1 p.m., UH 444  
September 4 Senate Meeting  
October 2 Senate Meeting  
November 6 Senate Meeting  
December 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.)*

#### Fall 2013

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



## CONSENT CALENDAR

### NEAC Recommendations (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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### UCC Course & Program Change Proposals

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	C	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
OM	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	C	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

## FAC: Department Chair Selection Policy & Procedure

**Rationale:** In Spring 2012, the Academic Senate approved an interim policy to incorporate Lecturer faculty input in the department chair selection process, in compliance with Lecturer faculty rights as per the CBA. On 3/6/13, FAC recommended to the Academic Senate the interim policy be made permanent, 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, 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. FAC considered all of this feedback. For the second reading, FAC has amended the document, summarized here and 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.

**Definition:** A procedure regarding the process for selecting recommendations for department chair.

**Authority:** President of the University.

**Scope:** Departments within Academic Affairs.

### I. Principles for the Selection of Department Chairs

A. Eligibility-- Any full-time probationary or tenured faculty member is eligible to serve as a department chair.

#### B. Nomination Process

1. Nominations shall be open for a minimum of one week.
2. Potential candidates may self-nominate or be nominated by Lecturer or tenure –track faculty in the department.
3. Permission shall be given by the nominee(s) before a name is placed on the ballot.
4. Nominations shall be collected by the Dean’s office.

#### A-C. Eligible Voters

1. All tenure-track faculty are eligible to vote for nominated candidates.
2. All Lecturer faculty with a minimum of 2 semesters of employment in the department are eligible to vote for nominated candidates.
3. In the academic year in which the nominating process occurs: (1) tenure-track faculty shall 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.
4. Faculty with split appointments are entitled to vote in both departments in accordance with C.1 to C.3 above.

### II. Faculty Participation in the Selection of Department Chairs

#### A. Ballot Preparation

1. The Dean's office shall prepare the electronic ballots.
2. The ballot shall contain the names of one or more nominees.

3. The ballot below shall be used in all units:

Department Chair Recommendation Ballot

Each eligible faculty member is encouraged to participate in the process of selecting the Department Chair. Faculty votes are anonymous, and the Dean's office will maintain strict confidentiality. Each faculty member shall mark their preference in the nominee table.

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

<u>Nominees</u>	<u>Select one nominee only; do not make other marks</u>

B. Faculty Participation

1. The Dean's office will oversee the voting.
2. The voting shall take place during the last year of the incumbent's term.
3. The electronic voting period will be one week.
4. The Dean's office will count the ballots and report the tenure track and lecturer votes separately to the Dean. All votes shall be collected, stored and maintained in such a way to protect the anonymity of all voters.

III. Selection of Department Chair by President's Designee

- A. When selecting the chair, the President's designee will take into consideration the total votes cast by the department.
- B. The President's designee will inform the department who has been appointed as department chair.

## FAC: Faculty Awards Policy revision

**Rationale:** FAC (1) eliminated all references to the Wang Award, and (2) extended the timelines based on recommendations of committee last year.

### Procedure

The following defines the process used at Cal State San Marcos to recognize one of our faculty each year as the Harry E. Brakebill Outstanding Professor, ~~and to determine the Cal State San Marcos nominees for the CSU-wide Wang Family Excellence Awards.~~

### Timetable

**Spring:** Call for candidates for the Faculty Awards Selection Committee. Committee selection shall be part of the Academic Senate election process.

**First week April:** Distribution of information on the Brakebill Awards, the timeline, and the nomination process by the Academic Senate office.

~~Last week April~~ **Third Week May:** Last day to nominate for the Brakebill Award. Nominations due in Academic Senate Office no later than the last day of the semester.

~~First~~ **Third week May:** Selection Committee shall have met and elected its chair. Name of the chair shall be forwarded to the Academic Senate Office no later than the last day of the semester.

~~Second~~ **First week May** June: Acceptance letters due in Academic Senate Office from Brakebill nominees.

**Summer:** Preparation of Brakebill dossiers.

~~First~~ **Third week September:** Dossiers due in Academic Senate office. Selection Committee starts its review process.

~~Last week September~~ **Second week October:** Recommendation for the Brakebill recipient due to the president.

~~First~~ **Second week October** November: President informs campus community of Brakebill recipient.

~~October:~~ Distribution of information on the Wang Award, the timeline, and the nomination process by the Academic Senate office.

~~Last week November:~~ Last day to nominate for Wang. Nominations due in Academic Senate Office.

~~First week December:~~ Acceptance letters due in Academic Senate Office from Wang nominees.

~~December:~~ Preparation of Wang dossiers.

~~First week Spring Semester:~~ Dossiers due in Academic Senate office. Selection Committee starts its review process.

~~First week February:~~ Recommendations for the Wang nominees due to the president.

~~Second week February:~~ President informs campus community of Wang nominees.

~~Third week February:~~ Wang dossiers submitted to Chancellor's Office.

~~(or date announced by Chancellor's Office)~~

### I. FACULTY AWARDS SELECTION COMMITTEE

The Faculty Awards Committee shall recommend a Brakebill recipient ~~and four Wang nominees~~ to the president. The Academic Senate shall conduct elections for this committee during its Spring election. The committee shall consist of one faculty representative from each College/Library, one part-time faculty representative, one at-large member from former recipients of the Brakebill Award, one student (recommended by ASI), and an administrator recommended by the provost. Members of the committee may not nominate candidates for the award.

### II. BRAKEBILL OUTSTANDING PROFESSOR AWARD

Although we recognize that there are many outstanding faculty members at Cal State San Marcos, each year we would like to honor one of our faculty to highlight exceptional accomplishments. This Award is given to faculty on the basis of outstanding contributions to their students, to their academic disciplines, and to their campus communities. The nominees are expected to have records of superlative teaching. 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







## GEC: All-University Writing Requirement

**Rationale:** *This is a new policy that reflects the current practice of the all-university writing requirement. Using the catalog language as the basis, the policy allows for a pro-rated requirement depending on the units in the course.*

**Definition:** This policy outlines the pro-rated all-university graduation requirement for writing.

**Authority:**

**Scope:** Undergraduate students

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, undergraduate students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every undergraduate course at the University must have a writing component, of at least 2,500 words (approximately 10 pages). The All-University Writing Requirement which can be achieved in a variety of ways, depending on the course. The writing requirement for individual undergraduate students will vary by course units, as follows:

3 units and up = 2,500 words (approximately 10 pages)

2 units = 1,700 words

1 unit = 850 words

Thus, each undergraduate student will write a minimum of 850 words for a 1 unit course, a minimum of 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" (LOTTER).



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

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<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.





































































**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.]**

<b>Physical Science w/ Lab GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
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:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.**

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















**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**

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

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	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
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>			
		<i>DC Initial</i>	
	Support      Do not support*		Support      Do not support*
	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date
	Support      Do not Support*		Approve      Do not Approve
	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>
_____ 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 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.]**

<b>Humanities GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
C2.1: Analyze and interpret the ways 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. <b>[Methods Courses]</b>		
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. <b>[Methods Courses]</b>		
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. <b>[Creative Activity Courses]</b>		

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

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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 A: C3 Language other than English General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>LOTER GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
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:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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 A: D Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Social Science GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
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:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)		











































## II. DEFINITIONS OF TERMS AND ABBREVIATIONS

The Library uses the same definitions, terms, and abbreviations as defined in the University RTP document.

- 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 conditional, and "will" is intentional.
- 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.

## 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.

















- 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 days in the academic year.
- If classes meet the week of Martin Luther King, Jr. Day and Spring Break were moved to any other week besides the week with Cesar Chavez Day, then the calendar would be one instructional day short, and these calendars are already at the minimum. In those years, taking Spring Break in the week with Cesar Chavez Day effectively removes only four days of instruction from the week – because all CSU campuses are required to be closed in observance of Cesar Chavez Day; any other week would remove five days.

Note that the location of Spring Break will occasionally jump back and forth between the week after the eighth week of classes and the week after the tenth week of classes. In the four proposed calendars, there is the following pattern:

- Spring 2015: Spring Break contains Cesar Chavez Day and occurs after 10 weeks of instruction.
- Spring 2016: Cesar Chavez Day falls in the week after Spring Break, which occurs after 8 weeks of instruction.
- Spring 2017: Cesar Chavez Day falls in the week after Spring Break, which occurs after 8 weeks of instruction.
- Spring 2018: Cesar Chavez Day falls in the week after Spring Break, which occurs after 8 weeks of instruction.
- \_\_\_\_\_
- **Location of the Summer Session.** In most years, the rules for determining the positions of the Spring and Fall semesters leave twelve full weeks after the week in which Spring grades are due and the week with the fall Faculty Preparation period, and Summer Session is assigned to the middle ten weeks. In Summer 2015, there are 13 available weeks. After consultation with the Registrar, APC has put the additional “free” week between the Summer Session and the Fall semester.
- **AB 970.** Assembly Bill 970 prohibits the CSU Board of Trustees from increasing mandatory systemwide fees within the 90 days prior to the start of the Fall semester (or quarter) at any CSU campus. One CSU campus was required to delay the start of its Fall 2013 semester in order to allow a 90 day interval between the May Board of Trustees meeting and its originally scheduled start. While the dates have not yet been set for Board of Trustees meetings in 2014 and beyond, it is very unlikely that the proposed calendars would need to be further adjusted as part of the CSU system complying with AB 970.





## 2016-2017 ACADEMIC CALENDAR

### SUMMER 2016 Term

June 6 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 4 (Mon)	Independence Day holiday — campus closed
July 9 (Sat)	Last day of classes for classes in first half-Summer block
July 11 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Mon)	Initial Period for filing applications for Spring 2017 begins
August 13 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 18 (Thur)	Grades due from instructors; last day of Summer term

### FALL 2016 Semester

August 23-26 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 29 (Mon)	First day of classes
September 5 (Mon)	Labor Day holiday — campus closed
October 1 (Sat)	Initial period for filing applications for Fall 2017 begins
October 21 (Fri)	Last day of class for first session of Fall half-semester classes*
October 22 (Sat)	First day of class for second session of Fall half-semester classes*
November 11 (Fri)	Veterans Day – campus closed
November 24-25 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 26)
December 10 (Sat)	Last day of classes
December 12-17 (Mon-Sat)	Final examinations
December 22 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

### 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.*

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## 2017-2018 ACADEMIC CALENDAR

### SUMMER 2017 Term

June 5 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 4 (Tue)	Independence Day holiday — campus closed
July 8 (Sat)	Last day of classes for classes in first half-Summer block
July 10 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Tue)	Initial Period for filing applications for Spring 2018 begins
August 12 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 17 (Thur)	Grades due from instructors; last day of Summer term

### FALL 2017 Semester

August 22-25 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 28 (Mon)	First day of classes
September 4 (Mon)	Labor Day holiday — campus closed
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*
October 21 (Sat)	First day of class for second session of Fall half-semester classes*
November 10 (Fri)	Veterans Day (observed) – campus closed (No classes scheduled for Saturday, November 11)
November 23-24 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 25)
December 9 (Sat)	Last day of classes
December 11-16 (Mon-Sat)	Final examinations
December 21 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

### 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

**(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.*

2013-14 through 2017-18 (rev)

**June 2013**

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**July 2013**

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**August 2013**

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**September 2013**

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**October 2013**

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**November 2013**

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**December 2013**

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**January 2014**

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**February 2014**

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**June 2014**

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2013-14 through 2017-18 (rev)

**September 2014**

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**November 2015**

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2013-14 through 2017-18 (rev)

**January 2016**

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**October 2016**

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**November 2016**

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**December 2016**

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**March 2017**

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**April 2017**

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2013-14 through 2017-18 (rev)

**May 2017**

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**June 2017**

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**July 2017**

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**August 2017**

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**September 2017**

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**October 2017**

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**November 2017**

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**December 2017**

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**January 2018**

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**February 2018**

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**March 2018**

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**April 2018**

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**May 2018**

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**June 2018**

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**July 2018**

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**August 2018**

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2013-14 through 2017-18 (rev)

**September 2018**

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**October 2018**

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**November 2018**

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**December 2018**

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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.

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### BLP:

P-form Reviews: 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.

Space Concerns: 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 <http://www-dev.csusm.edu/universityspace/log.html>.

Discussion of Academic Affairs' Request for Growth Funding for AY 2013-14: 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 [http://www.csusm.edu/aa/committees\\_councils/aalc\\_pages/aalc1213/aalc\\_meetings1213.html](http://www.csusm.edu/aa/committees_councils/aalc_pages/aalc1213/aalc_meetings1213.html). Much of the previous discussions focused on the 3-year rolling plans submitted by all units within Academic Affairs.

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### 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\\_standards.html](http://www.csusm.edu/policies/active/documents/library_retention_tenure_and_promotion_standards.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.

#### 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.
- 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.

#### Research

- 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.

#### Service

- 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

[http://www.csusm.edu/policies/active/documents/student\\_services\\_professional\\_academic\\_related\\_retention\\_tenure.html](http://www.csusm.edu/policies/active/documents/student_services_professional_academic_related_retention_tenure.html). 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.

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#### **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.

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**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.
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**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.

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**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.

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**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.