ACADEMIC SENATE MEETING

Wednesday, April 24, 2013
1 – 2:50 p.m. (approx.)
Commons 206

I.   Approval of agenda

II.   Approval of minutes of April 10th meeting

III.   Chair's report: Jackie Trischman   Referrals to committee   *attached*

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 and others as specified:*

        AS   Resolution on SB 520

VI.   President's report: Karen Haynes   *unable to attend*

VII.   Interim Provost's report: Graham Oberem

VIII.   ASI report: Cipriano Vargas

IX.   ASCSU report: Brodowsky/Meilich

X.   CFA report: Garry Rolison

XI.   Standing Committee reports: *oral, as needed*

XII.   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.*

        UCC   Course & program change proposals

XIV.   Action items   *These are items scheduled for a vote, including second 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.   FAC   Library RTP policy revision
        F.   APC   Academic calendar for AY 2014/15 through 2017/18

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.   GEC   Grade minima policy for GE courses in the "Golden our"   sgreenwo@csusm.edu
        B.   BLP/UCC   SoE Dual Language certificate proposal   sbeavers@csusm.edu   ysun@csusm.edu
        C.   BLP/UCC   Son Palliative Care certificate proposal   sbeavers@csusm.edu   ysun@csusm.edu
        D.   BLP/UCC   CoBA MBA stackable certificates proposal   sbeavers@csusm.edu   ysun@csusm.edu
        E.   APC   Winter intersession policy   sthompso@csusm.edu
        F.   APC   Resolution: Priorities for classroom assignment   sthompso@csusm.edu
        G.   UCC   Course Proposal ("C") form revision   ysun@csusm.edu

XVI.   Information item

        A.   PAC recommendation letter for Sociology program   lshaw@csusm.edu   *see handouts link*
        B.   AY 12/13 report from the Faculty Grants Committee   afiegen@csusm.edu

XVII.   Senators' concerns and announcements

Next Senate meeting: May 1st

CONSENT CALENDAR

UCC Course & Program Change Proposals

SUBJ	No.	New No.	Course/Program Title	Form	Originator	Rec'd AP	To UCC	Action
COMM	444		Narratives in Organizations	C-2	B. Morris	2/4/13	2/12/13	4/15/13
LTWR	345		Native American Literatures	C	R. Lush	11/20/12	11/28/12	4/15/13
NURS	596		Topics in Advanced Nursing	C	J. Daugherty	1/23/13	1/28/13	4/22/13
WMST	326		Feminist Art & Motherhood	C	S. Lutjens	12/6/12	1/22/13	4/22/13

1

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:

> "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 cost-competitive 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).[1] Program proposers

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[1] 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 http://www.csusm.edu/el/aboutus/fees.html. 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;[2] 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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[2] 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.[3]

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,[4] 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).

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[3] 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.

[4] 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	*Total 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.

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17   **Proposed Catalog Language for the**
18   **Master of Social Work:**

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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

26 **Mission**
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

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

37

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

40

41 **Program Goals:**
42 1.   To provide a curriculum built on a liberal arts perspective that is evidence-based with an emphasis on critical thinking in the
43   examination, analysis, and communication of relevant information;
44 2.   To provide a curriculum that is current and relevant regarding social work knowledge, skills, and values required to meet the
45   service needs of the diverse populations of San Diego and Riverside Counties and the Southern California region;
46 3.   To educate social work professionals for practice in public social service and not-for-profit organizations accountable for
47   responding to societal problems such as poverty, mental illness, family instability, and child abuse;
48 4.   To educate social work professionals who can assist individuals, families, and groups at various levels of functioning in the
49   accomplishment of self-determined life goals and in the resolution of difficulties and distress through problem solving;
50 5.   To prepare students to aid and support improved social functioning of individuals, families, and groups, using a range of planned
51   prevention and intervention methods, empowering the recipients of services, minimizing risk factors, and promoting protective
52   factors;
53 6.   To educate and develop students to understand the impact of racism, sexism, and other forms of oppression and discrimination,
54   and to have the skills to address the social problems that are a result of these forms of oppression;
55 7.   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
57   and economic justice and injustice;
58 9.   To prepare social work students to be effective and responsive facilitators of change in increasingly complex, and socially,
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 10. To prepare social work students to develop and use research, knowledge, and skills to support their practice;
62 11. 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.

64

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

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   3.   Understand, value, and respect multiculturalism, as well as recognize and apply skills and techniques to be agents of change to
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   4.   Use practice communication skills necessary for effective social work practice with systems of all sizes.
74   5.   Apply theoretical frameworks that explain individual and family development across the life span, as well as developmental
75   theories that apply to groups, organizations and communities.
76   6.   Apply knowledge and skills of a generalist social work perspective that is contextually and culturally competent.
77   7.   Develop and practice intervention techniques that are effective in advancing social and economic justice.
78   8.   An ability to analyze social welfare policies for their effectiveness in alleviating social problems.
79   9.   Utilize advocacy and practice techniques for influencing change and strategies that are consistent with social work values and
80   promote social advancement.
81   10. Apply knowledge and skills of advanced social work practice in the specialized areas of Children, Youth and Families and
82   Behavioral Health.
83   11. An ability to evaluate research findings for their contribution to evidence based social work practice.
84   12. Commitment and ability to assess one's own skills and techniques in practice.G
85   13. Able to function effectively within the structure of organizations and various service delivery systems, and apply skills and
86   knowledge to facilitate change necessary to promote social work values and ethics.
87   14. Utilize supervision and consultation appropriately.
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.
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95 Specific admission criteria are:
96   • Applicant must meet the general requirements for admission to graduate studies at CSUSM.
97   • Overall minimum undergraduate grade point average of 3.0 in the last 60 semester (90 quarter) units completed, and
98   no less than a minimum of a 2.85 overall undergraduate GPA.
99   • Completion of an undergraduate course in statistics, preferably in the social and behavioral sciences.
100   • TOEFL/TWE if appropriate with a minimum TOEFL score of 550 and a 4.5 on the TWE
101   • Submission of a completed MSW program application.
102   • One set of official transcripts from college and universities attended with official verification of graduation.
103   • A personal statement (500-750 words) stating the applicant's reasons for pursuing the MSW degree, describing the
104   applicant's relevant work/volunteer experience, and demonstrating the applicant's past academic performance. The
105   personal statement must conform to the guidelines as specified in the Admissions Packet.
106   • Three letters of recommendation, including at least two academic references for those applicants who have earned
107   their undergraduate degree within three years of applying for the MSW program. Applicants who have earned their
108   undergraduate degree more than three years prior to applying are expected to provide at least one academic
109   reference letter. These three letters of recommendation consist of submitting the Recommender Forms as specified in
110   the Admissions Packet. http://www.csusm.edu/el/degreeprograms/msw/mswrecommendationform.pdf.
111   • A resume verifying volunteer, internship, or other paid or unpaid experience in social work or human services positions,
112   with preferably 500 or more total service hours in this field.
113   • In accordance with Council on Social Work Education (CSWE) standards, the MSW program does not grant academic
114   credit for previous life or work experience.
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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
130 agency based project.
131

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**
137 Students in full-time (2 year) attendance will proceed with the graduate coursework in the following manner:
138

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 Semester: 15 units	Spring Semester: 15 units
MSW 630B	MSW 631B
MSW 642	MSW 635B
MSW 602	MSW 643
MSW 650	MSW 698
MSW 6xx	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	Spring Semester 6 units	Summer Semester 6 units
MSW 500	MSW 501	MSW 602
MSW 520	MSW 525	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	

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141 Year 3: Concentration Course

Children, Youth, and Families (CYF) Concentration

Fall Semester: 9 units	Spring Semester: 9 units
MSW 630A	MSW 631A
MSW 642	MSW 635A
MSW 698	MSW 643

142 Behavioral Health (BH) Concentration

Fall Semester: 9 units	Spring Semester: 9 units
MSW 630B	MSW 631B
MSW 642	MSW 635B
MSW 698	MSW 643

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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 (WAR), 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
148 subtest of the GMAT or GRE, or a paper(s) that receive(s) a passing score as described in University policies.
149
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
153 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
154 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 finished within five years after the beginning of any coursework in the graduate program. The program will disqualify an enrolled

158 student whose academic achievement or field practicum performance does not meet the minimum standards of the social work
159 profession.
160
161 **New Courses being approved 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

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164

FAC: RTP for SSP-ARs

Rationale: As a representative of SSP, AR 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. The document has been thoroughly revised to capture current best practices and for clarity. 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.

Definition:	Standards governing RTP process for counselor faculty (SSP,AR) in the Division of Student Affairs.
Authority:	CSU Unit 3 Collective Bargaining Agreement; CSU San Marcos University Retention, Tenure, and Promotion Policy
Scope:	Eligible Unit 3 Counselor faculty in the Division of Student Affairs at California State University San Marcos.

Procedure

I. RTP STANDARDS for SSP, AR Faculty

A. Preamble

    1. This document sets forth general standards and criteria for retention, tenure, and promotion of full-time counselor faculty.

    2. The provisions of this document are to be implemented in conformity with University RTP Policies and Procedures (Retention, Tenure and Promotion Standards); the CSU-CFA Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University Policy on Faculty Ethics.

B. Definitions of Terms and Abbreviations

    1. The definitions, terms, and abbreviations are defined in the University RTP Standards document. For clarity, the use of "is" is informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is intentional.

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2. A "standard" is a reference point or formalized expectation against which progress can be measured for retention, tenure, and promotion.

3. Faculty have a right to performance expectations that are clearly articulated. Divisional and departmental RTP Standards provide consistency in guiding tenure-track faculty in the preparation of their working personnel action files (WPAFs).

4. Divisional and departmental RTP Standards educate others outside of the discipline, including deans, university committees, and the provost, with respect to the practices and expectations of a particular department/discipline/field.

II. INTRODUCTION AND GUIDING PRINCIPLES

A. All standards and criteria reflect the University, Division and Department mission and vision statements and advance the goals embodied in those statements.

B. The performance areas that shall be evaluated include professional performance, professional development, and service to the department, Division, University and community. While there will be diversity in the contributions of counselor faculty members, the Division affirms the 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 (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 each of the three areas.

C. Items assessed in one area of performance shall not be duplicated in any other area. Items shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate connections across all three documents. Candidates who integrate their activities across areas may explain how their work meets given standards/criteria for each area.

D. The Division and Department recognizes innovative and unusual contributions.

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 effectively communicating how they have met the standards rests with the candidate. In addition to this document, the candidate should refer to and follow the University RTP Standards. Candidates should also note available opportunities that provide guidance on the WPAF and describe the responsibilities of the candidate in the review process (e.g., Provost's RTP meetings; Faculty Center Professional Development, and advice and counsel by tenured faculty). Candidates are encouraged to avail themselves of such opportunities.

III. GENERAL STANDARDS

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: professional performance, professional development, and service to the Department, Division, University, and community.

1. Candidates for retention will show effectiveness in each area of performance and demonstrate progress toward meeting the tenure requirements in the areas of professional performance, professional development, and service to the Department, Division, University, and community.

B. Tenure and/or Promotion: A positive recommendation for tenure and/or promotion requires that the candidate's record clearly meet the articulated standards for the granting of a

| 100 | | | tenure/promotion decision in each of the three areas: professional performance, professional |

tenure/promotion decision in each of the three areas: professional performance, professional development, and service to the Department, Division, University, and community.

1. Candidates for the rank SSP, AR II require an established record of effectiveness in professional performance, professional development, and service to the Department, Division, University, and community.

2. Candidates for the rank of SSP, AR III require, in addition to continued effectiveness, an established record of initiative and leadership in professional performance, professional development, and service to the Department, Division, University, and community. Promotion to the rank of SSP, AR III will be based on the record of the individual since promotion to the rank of SSP, AR II.

3. The granting of tenure at any rank recognizes accomplishments and services performed by the candidate during their career. The record must show sustained and continuous activities and accomplishments. The granting of tenure is an expression of confidence that the faculty member has both the commitment to and the potential for continued development and accomplishment throughout their career. Tenure will be granted only to individuals whose performance records meet the standards required to earn promotion to the rank at which tenure will be granted.

C. Early Tenure (prior to the 6th year in rank): This option for SSP, AR I is considered an exception. A positive recommendation for early tenure requires that the candidate's record clearly meet the articulated standards for the granting of a tenure and/or promotion decision in ALL areas. To be eligible for early tenure, a candidate must show a sustained record of successful experience at a university, and that experience must include at least one full year at California State University San Marcos prior to the year of review for tenure (CBA – 13.3.)

D. Faculty who are hired at an advanced rank without tenure may apply for tenure after two years of service at CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation requires that the candidate's record at CSUSM clearly demonstrate a continued level of accomplishment in all areas and, together with the candidate's previous record, be consistent with the articulated standards for the granting of tenure at the faculty member's rank.

IV. STANDARDS AND CRITERIA FOR PROFESSIONAL PERFORMANCE

A. Because the SSP, AR classification is flexible enough to potentially include professionals with varied responsibilities within the Division and University, the standards that apply to Professional Performance will be drawn directly from each employee's Staff Position Description. Sections 4 and 5 of the faculty member's Staff Position Description list in detail the Major Responsibilities of the position. For each Major Responsibility, the specific duties as well as the relative importance (and expected time commitment) of each is delineated. Hence, each counselor faculty member has a clear set of expectations with respect to their responsibilities as an employee. The Position Description shall be included in the WPAF and is the basis of evaluation standards for each faculty member's reviews.

B. Candidates will provide a clear and concise reflective narrative statement of their professional activities and performance thereof. This may include a summary of the most important areas of accomplishment during the review period, connecting these to the mission of the Department and/or Division.

C. Candidates will include evidence of accomplishments of their duties in this domain, appropriate to those duties as delineated in the Position Description. For example:

1. If the candidate's Position Description entailed a high importance and time commitment to clinical work, the candidate would provide evidence that the expected time was in fact invested in this area, as well as evidence of the quality of performance (such as the Client Satisfaction Survey, letters from colleagues, etc.).

2. If the Position Description included supervisory duties, the candidate would list the names of pre- and/or post-doctoral supervisees, feedback/evaluation forms from supervisees, and endorsements by colleagues of participation in the internship program.

| 152 | | 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

A. It is essential to the University's mission that each SSP, AR demonstrate continued commitment, dedication, and growth as a member of the profession. Thus, it is essential that SSP, ARs conform *at a minimum* (where applicable) to state-mandated requirements for continuing education to maintain professional licensure and high ethical standards. Such continuing education must consist of courses approved by state and/or national professional accreditation boards. It is expected that the professional development activities contribute to the employee's growth in areas directly pertinent to the responsibilities and duties listed in their Position Description. For counselor faculty who supervise interns, at least one course in supervision will be taken within each (2-year) licensure cycle. In addition, it is the employee's responsibility, in accordance with state licensing laws, to stay abreast of the laws and ethics of the profession.

B. Candidates will provide a clear and concise reflective narrative statement of their professional development during the period under review. This will include a list of the courses taken, 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 trajectory of growth as a professional.

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 will describe these activities and provide evidence thereof. For example, if the candidate conducted research (for the Department, Division, University, or professional field of inquiry) or scholarly activities, or edited scholarly publications, a list of this work should be included in this section of the WPAF.

E. Tenure and/or Promotion from SSP, AR II to SSP, AR III

In addition to sustained growth and maintaining licensure, candidates for promotion to SSP, AR III should demonstrate leadership and training beyond this minimum. This may be accomplished by developing a special expertise in at least one area of practice pertinent to serving our students and University. This would lead to becoming an expert so that this training might allow others to refer certain students to the candidate and for the candidate to offer more intensive specialized training to, e.g., interns or other appropriate staff. The area(s) of expertise need not be limited to applied clinical practice, but must pertain directly to some aspect of the candidate's duties and leadership roles within the Department and the University.

VI. STANDARDS AND CRITERIA FOR SERVICE TO THE DEPARTMENT, DIVISION, UNIVERSITY, AND COMMUNITY

The Division of Student Affairs places a high value on service as an essential component of faculty work. The Division views activities that enhance the functioning of the candidate's Department, as well as the 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.

Evaluation of service will focus on determining a profile of the candidate's service activity. To determine such a profile, service will be assessed by holistic evaluation of the candidates' reflective statement, service work, and selected items that the candidate believes best reflect their progress, as described in the University RTP Standards document and further illustrated below.

A. Candidates will provide a clear and concise reflective self-assessment of their service activities and the impact of this work. Candidates may include statements regarding any short-term and 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.

205	B.	Evidence of Service to the Department may include, but is not limited to:

B. Evidence of Service to the Department may include, but is not limited to:
- Leadership/participation in Departmental accreditation efforts
- Development of new programs for the Department
- Development of policies, procedures, and/or protocols within the Department
- Collaboration with colleagues within the Department

C. Evidence of Service to the Division and/or University may include, but is not limited to:
- Leadership/membership in groups that carry on the business of the Division or University (e.g., standing committees [elected or appointed], *ad hoc* committees, shared governance bodies, task forces, etc.)
- University professional activities (e.g., service toward university accreditation, etc.)
- Role as an advisor for a student organization
- Mentoring of students, faculty, staff (e.g., in the Faculty Mentoring Program)

D. Evidence of Service to the Community may include, but is not limited to:
- Active participation, including leadership roles, in professional organizations at the county, state, and/or national/international levels
- Consultation and expert services to community agencies
- Providing continuing education for community
- Service Awards and Special Recognition

E. Assessment of Service
1. General Standards
   Candidates will be assessed on the quality of the evidence provided, the evidence of sustained service, and the totality of their work. When judged as a group, not one indicator may be used to determine the overall rating of service activity. Note: Submitting letters from committee chairs about attendance is not considered best practice.
2. Candidates for retention must provide appropriate and effective evidence of significant internal service.
3. Candidates for promotion from <u>SSP, AR I to SSP, AR II</u> must provide evidence of effective sustained internal and external service contributions.
4. Candidates for promotion from <u>SSP, AR II to SSP, AR III</u> must provide evidence of leadership in one or more service activities in addition to demonstrating sustained active 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

ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units: ____		
College or Program: ☐CHABSS ☐CSM ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
                                                                    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   Date   Impacted   Date
Chair   Discipline Chair

	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:

1

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.)		

2

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 Physical and Natural World.	☐ *No* ☐ *Yes*
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 issues of diversity.	☐*No* ☐ *Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐*No* ☐ *Yes (please describe):*

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.	

3

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: Number of Units: _____	Course Title:	
College or Program: ☐CHABSS ☐CSM ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
                                                                              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   Date   Impacted   Date
Chair   Discipline Chair

                    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 all 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.)		

2

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 Physical and Natural World.	☐ *No* ☐ *Yes*
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 issues of diversity.	☐ *No* ☐ *Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐ *No* ☐ *Yes (please describe):*

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.	

3

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	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 note that the department will be required to report assessment data to the GEC annually. _____

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.

Course Coordinator: Phone   Email:

1

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 all 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.)		

2

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 Physical and Natural World.	☐ *No* ☐ *Yes*
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 issues of diversity.	☐*No* ☐*Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐*No* ☐*Yes (please describe):*

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.	

3

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: Number of Units: _____	Course Title:	
College or Program: ☐CHABSS ☐CSM ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
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.

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.]

Physical Science w/ Lab 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		
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 Physical and Natural World.	☐ *No* ☐ *Yes*
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 issues of diversity.	☐ *No* ☐ *Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐ *No* ☐ *Yes (please describe):*

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 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: ☐CHABSS ☐CSM ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
                                                                                    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.

Course Coordinator: Phone: Email:

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.)		

2

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 Physical and Natural World.	☐ *No* ☐ *Yes*
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 issues of diversity.	☐ *No* ☐ *Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐ *No* ☐ *Yes (please describe):*

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.	

3

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: **Number of Units:** _____	**Course Title:**	
College or Program: ☐CHABSS ☐CSM ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
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.

Course Coordinator: Phone: Email:

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 Physical and Natural World.	☐ *No* ☐ *Yes*
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 issues of diversity.	☐*No* ☐*Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐ *No* ☐*Yes (please describe):*

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: _____		
College or Program: ☐CHABSS ☐CSM ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
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 Date   GEC Chair   Date
Chair

* 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 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 all 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 Physical and Natural World.	☐ *No* ☐ *Yes*
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 issues of diversity.	☐ *No* ☐ *Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐ *No* ☐ *Yes (please describe):*

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: ☐CHABSS ☐CSM ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
                                                                    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.

Course Coordinator: Phone   Email:

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 Physical and Natural World.	☐*No* ☐*Yes*
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 issues of diversity.	☐*No* ☐*Yes (please describe)*:
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐*No* ☐*Yes (please describe)*:

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 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.	

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: Number of Units: _____	Course Title:	
College or Program: ☐CHABSS ☐CSM ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
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.

Course Coordinator: Phone   Email:

1

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 Physical and Natural World.	☐*No* ☐*Yes*
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 issues of diversity.	☐ *No* ☐*Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐*No* ☐*Yes (please describe):*

2

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 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.	

3

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: Number of Units: _____	Course Title:	
College or Program: ☐CHABSS ☐CSM ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
                                                                              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.

Course Coordinator: Phone   Email:

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.)		

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 Physical and Natural World.	☐ *No* ☐ *Yes*
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 issues of diversity.	☐ *No* ☐ *Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐ *No* ☐ *Yes (please describe):*

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: ☐CHABSS ☐CSM ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
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.

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.]

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 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.)		

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 Physical and Natural World.	☐*No* ☐*Yes*
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 issues of diversity.	☐*No* ☐*Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐*No* ☐*Yes (please describe):*

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: Number of Units: _____	Course Title:	
College or Program: ☐CHABSS ☐CSM ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
                                                                                    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 Chair			GEC Chair Date		

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

Course Coordinator: Phone: Email:

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 all 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 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 Physical and Natural World.	☐ *No* ☐ *Yes*
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 issues of diversity.	☐*No* ☐*Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐*No* ☐*Yes (please describe):*

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 ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
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.

Course Coordinator: Phone: Email:

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 all 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 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 Physical and Natural World.	☐ *No* ☐ *Yes*
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 issues of diversity.	☐ *No* ☐ *Yes (please describe)*:
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐ *No* ☐ *Yes (please describe)*:

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:	Course Title:	
Number of Units: _____		
College or Program: ☐CHABSS ☐CSM ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
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:

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 all 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 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 Physical and Natural World.	☐ *No* ☐ *Yes*
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 issues of diversity.	☐ *No* ☐ *Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐ *No* ☐ *Yes (please describe):*

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.	

ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units: _ _____		
College or Program: ☐CHABSS ☐CSM ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
                                                                                                                            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.

Course Coordinator: Phone: Email:

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 all 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 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 Physical and Natural World.	☐ *No* ☐*Yes*
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 issues of diversity.	☐ *No* ☐*Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐ *No* ☐*Yes (please describe):*

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_____	**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 note that the department will be required to report assessment data to the GEC annually. _____
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 Chair			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 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 all 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 Physical and Natural World.	☐ *No* ☐ *Yes*
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 issues of diversity.	☐ *No* ☐ *Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐ *No* ☐ *Yes (please describe):*

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: ☐CHABSS ☐CSM ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
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.

Course Coordinator: Phone: Email:

AS 04/10/2013

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 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 all 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.

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 Physical and Natural World.	☐ *No* ☐ *Yes*
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 issues of diversity.	☐*No* ☐*Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐*No* ☐*Yes (please describe):*

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.	

ABSTRACT

Course Abbreviation and Number: **Number of Units:** _____	**Course Title:**	
College or Program: ☐CHABSS ☐CSM ☐CEHHS ☐COBA ☐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 note that the department will be required to report assessment data to the GEC annually. _____
                                                                                              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.

Course Coordinator: Phone   Email:

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 Physical and Natural World.	☐*No* ☐*Yes*
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 issues of diversity.	☐ *No* ☐*Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐*No* ☐*Yes (please describe):*

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

2

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*
5   *in compliance with CSU Chancellor's Executive Orders 1033 and 1065 (the text of these orders*
6   *can be accessed at: http://www.calstate.edu/eo/). These Executive Orders required all CSU*
7   *campuses to develop general education learning outcomes, or GELOs, reflecting the goals and*
8   *values of their general education programs.*

9

10 *GELOs for the 18 areas of lower-division general education were approved by the Academic*
11 *Senate last year. The three sets of GELOs below are for the three upper-division general*
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*
14 *upper-division general education areas will be an essential step towards full compliance with*
15 *Executive Orders 1033 and 1065, and will also be a critical step toward completion of the*
16 *CSUSM General Education Handbook. Language regarding the special rules (i.e. "Course*
17 *Requirements") governing which courses can be used to satisfy UDGE requirements in each area*
18 *will be included in the GE Handbook and will reflect current practices (e.g., science and*
19 *mathematics majors can take a course outside of their discipline and this course will count for*
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
35 problems in the discipline of the course.

36

37 2. Students will apply the principles of mathematics, natural science, or computational science to
38 contemporary issues beyond the discipline of the course (e.g., political, societal, business,
39 cultural, diversity, health, or environmental).

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
44 application of well-established principles to new situations carries some uncertainty or
45 controversy.

46

47 4. Students will explain and/or use methods that mathematicians or scientists utilize to generate
48 knowledge in a particular field, and be able to critically examine instances in which deviations
49 from these methods may result in less reliable conclusions.

50

51

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
61 in diverse historical and/or cultural contexts.
62
63 Social Sciences (DD)
64
65 1. Students will do one or both of the following:
66   a. Analyze problems using social scientific reasoning.
67   b. Explain the historical and/or social context of major political, economic,
68   scientific, technological, or cultural developments.
69
70 2. Students will analyze the ways in which individuals, societies and culture are affected by two
71 or more of the following:
72   a. Gender
73   b. Ethnicity
74   c. Class
75   d. Regional and/or Global identities
76
77 3. Students will be able to explain the value of multidisciplinary and/or interdisciplinary
78 approaches.

Rationale: On 3/25/13, FAC approved the Library's revised RTP document. This revision captures four years of work in the Library. 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 is dated August 2003 and is available at 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.*

RETENTION, TENURE, AND PROMOTION (RTP) STANDARDS-- LIBRARY

Definition   Standards governing retention, tenure, and promotion process for faculty in the Library.

Authority   The collective bargaining agreement between the California State University and the California Faculty Association.

Scope   Eligible Library faculty at California State University San Marcos.

I. PREAMBLE
This document sets forth general standards and criteria for retention, tenure, and promotion of full-time faculty in the Library. The provisions of this document are intended to be implemented in conformity with university-wide retention, tenure and promotion policies. The Library is guided also by the standards of the American Library Association (ALA) and Association of College and Research Libraries (ACRL).

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.

IV. WPAF

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 other area of performance evaluation. However this does not prohibit the candidates from describing the interconnections between multiple performance areas.

Should a conflict exist between the Library document and the University document, the latter prevails. Library WPAF files shall contain the following:

    A. Cover memo requesting review.
    B. Complete index of material in the WPAF.
    C. Current curriculum vitae.
    D. Library Assignment of Responsibility (all successive documents for the review period).
    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).
    G. All previous personnel reviews.
    H. RTP Standards—Library.
    I. Library mission statement.

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.

V. STANDARDS AND CRITERIA

    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.

A. Professional Performance

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 goals of the Library Mission Statement.

The library's primary role is to support the teaching and learning mission of the university. Librarians 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.

159
160 A. 1. Professional Performance

161 This section provides guidance on professional performance responsibilities for the retention, tenure and
162 promotion of library faculty. In addition, it serves to define library faculty work to an external audience.
163 Professional Performance activities may include but are not limited to:

    164   a. Accomplish professional objectives and effectively fulfill responsibilities as described in the
    165   candidates' Library Assignment of Responsibility.

    166   b. Assess use of library services and analyze changing research trends in order to anticipate
    167   user needs and future library directions.

    168   c. Initiate new ideas, technological innovations, or alternative approaches in library programs.

    169   d. Communicate and collaborate with colleagues and users, such as developing productive
    170   liaison relationships with faculty and students and outreach programs to the community, and
    171   demonstrate versatility and teamwork, including the ability to work effectively in a range of
    172   Library function and subject areas.

    173   e. Develop and implement instruction, reference/point-of-use instruction, and other means to
    174   support the development of students' information literacy throughout the CSUSM
    175   curriculum.

    176   f. Develop library collections in assigned subject areas that support the curricular needs of the
    177   campus.

    178   g. Plan technology, develop systems, and evaluate effectiveness of automated systems
    179   designed to support student research, provide access to library resources and services, and
    180   facilitate library processes.

    181   h. Establish and manage bibliographic systems that facilitate the organization and control of
    182   information resources.

    183   i. Establish and manage effective acquisition of information resources.

    184   j. Establish, manage and facilitate user access to library collections and resources and provide
    185   resource sharing to external collections.

    186   k. Demonstrate professional growth by systematically updating knowledge of and skills in
    187   current practices, trends, research and technology in assigned area of responsibility.

    188   l. Possess and share a level of expertise and knowledge of current practices that are
    189   acknowledged and sought by colleagues and other professionals.

    190   m. Demonstrate effective leadership as coordinator of a library area including establishing and
    191   achieving goals in area of responsibility, planning and coordinating resources, and
    192   collaborating across the library. Demonstrate effective communication and management in
    193   the supervision and evaluation of library staff and operations.

    194   n. Demonstrate growth in leadership in identifying and solving problems, managing projects,
    195   and initiating programs and services.

    196   o. Mentor and encourage the professional development of faculty, staff, students, interns, and
    197   others as appropriate.

    198   p. Effectively represent and advocate for the library to the rest of the university. Promote
    199   efforts for cooperation and collaboration with other campus entities, the community, and
    200   professional groups.

201

202 A. 2. Criteria for the evaluation of professional performance includes: :

    203   a. Effectiveness, impact, and/or expertise in fulfillment of the candidate's Assignment of
    204   Responsibility.

    205   b. Effectiveness, impact, and/or expertise regarding the candidate's leadership, supervision,
    206   administration, and/or mentorship.

    207   c. Impact of professional development and growth towards advancing the candidate's
    208   disciplinary knowledge and/or expertise in their area of responsibility.

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

263   • Books published in/accepted for publication.
264   • **Papers published in/accepted for refereed conference proceedings.**
265
266   **Category B:**
267
268   • **Editorially reviewed articles and book chapters.**
269   • **Paper presentations panel presentations, or poster sessions (other than Category A**
270   **work[s] accepted for refereed conference proceedings).**
271   • Creation of significant and innovative electronic resources.
272   • Refereeing a book, journal article, monograph, or conference paper.
273   • Editing a journal, book, or monograph.
274   • Funded external research grants, university research grants, or research fellowships.
275
276   Category C:
277   • Proposals for external research grants, university research grants, or research fellowships.
278   • Submitted manuscripts.
279   • Manuscripts in progress.
280   • Research in progress.
281
282   B. 2. Criteria for the evaluation of Research/Creative Activity include, but are not limited to:
283   • Type of publication (e.g. peer-reviewed; selected by editor; mainstream press).
284   • Extent of research dissemination and contribution to the discipline.
285   • Type of presentation (refereed, invited, etc.), level of presentation venue (i.e. local, regional,
286   statewide, nationwide, or international), and the sponsoring organization.
287   • Competiveness, selectivity, and prestige of grants, fellowships, or awards within the discipline.
288   • Impact on student learning and university's mission.
289   • Specific contribution to multiple authored pieces.
290
291   B. 3. Evidence of Research/Creative Activity includes, but is not limited to:
292   • **Published article, book chapter, book, software/creative activity.**
293   • **Acceptance letter for publication (e.g. journal, edited work, etc.).**
294   • **Conference proposal, invitation, and accepted materials (paper, presentation, poster,**
295   **refereed proceedings, etc.).**
296   • **Research grants/fellowships/award proposal, award letter, special recognition, and/or final**
297   **report.**
298   • **Institutional Review Board (IRB) documentation.**
299   • **Results of research including data, reports, etc.**
300   • **Documentation of completed or in-process research.**
301
302   B. 4. Standards and expectations for Research/Creative Activity for retention, tenure, and
303   promotion:
304   a. Retention (tenure-track Senior Assistant and Associate Librarian ranks)
305   • For retention at the Senior Assistant Librarian rank, the librarian shall develop a research
306   agenda and build evidence of research such as acceptance of publications and/or
307   conference presentations.
308   • For retention at the probationary Associate Librarian rank, the librarian shall provide
309   evidence of research such as a focused research agenda, publications, and/or conference
310   presentations.
311   • Candidates for retention at the Senior Assistant and probationary Associate Librarian
312   ranks should at a minimum include:
313
314   ▪ 2nd year retention: evidence from Category C.

- 4th year retention: evidence from Category C and evidence of progress toward fulfillment of tenure and promotion requirements in Categories A and B.

    b. Tenure and/or promotion to Associate Librarian rank:

- Library faculty at this rank shall demonstrate an established research agenda and continued scholarship. Only items published after appointment may be considered. If service credit was awarded, the candidate should include evidence of accomplishments from the service credit time period specified. The following describe the research standards for a faculty member to be promoted from Senior Assistant to Associate Librarian rank and/or receive tenure:

  - A minimum of one item from Category A.
  - A minimum of two additional items from Category A and/or B.
  - Items from Category C, if applicable.

    c. Promotion to Librarian rank:

- Library faculty at this rank shall provide evidence of an established research agenda, sustained and significant research, and nationally recognized expertise. Only published items not considered in the last promotion may be considered. The following describe the research standards for a faculty member to be promoted from Associate to Librarian rank:

  - A minimum of two items from Category A.
  - A minimum of four additional items from Category A and/or B.
  - Items from Category C, if applicable.

C. Service

Service is the third area of evaluation for the retention, tenure and promotion of library faculty. The Library faculty defines service activities as activities that are informed by one's Professional Performance and Scholarship but are clearly beyond the scope of the Assignment of Responsibility. For academic librarians service is essential to understanding educational needs, impacting student learning and influencing information policies locally, nationally, and internationally.

The Library faculty views activities that enhance the institution and the profession, locally, nationally and internationally as integral components of the faculty service responsibility. While the mix and magnitude of service may vary, an appropriate level of service to the library, profession and university is expected. A librarian will participate actively in shared governance in the library, campus, and university system. It is also expected that a librarian will participate in some manner of service to the profession. Professional service at the local, state, national or international level contributes to advancing the discipline of librarianship and to staying current on issues and trends. Alternative forms of service should clearly involve expertise, disciplinary knowledge and experience.

C. 1. Service activities may include but are not limited to:

- **Serving as chair or member of a Library, Senate, Academic Affairs, or CSU committee.**
- **Serving as a member, contributing to a committee assignment, and/or holding leadership positions in professional organizations.**
- Mentoring or advising other faculty, staff, and/or students.
- Organizing meetings, conferences, workshops.
- Contribution to professional newsletters.
- Accepting administrative activities or special assignments above and beyond the outlined duties of the position.
- Presenting through seminars, conferences, and lectures in area of expertise to community and non-expert groups.
- Developing exhibits or bibliographies in area of expertise.
- Serving as a subject expert or consultant.

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

APC Academic Calendar Assumptions
~~March 3, 2010~~March 18, 2013

APC presents the AY ~~2010~~2014-~~2014~~2018 calendars with the following assumptions and restrictions.

- **The Fall semester** begins on a Monday and contains fifteen weeks of instruction, but we lose four weekdays: Labor Day, Veterans Day, Thanksgiving Day, and the Friday after Thanksgiving Day. The exact dates are determined by working back from the last Wednesday or Thursday before December 24, and declaring that day to be the last day in the grading period. For most years, this last grading day will be a Thursday which gives a four-day grading period (Monday through Friday) with final exams ending the preceding Saturday; occasionally there will only be a three-day grading period (Monday through Wednesday). There are thus always **71 instructional days in the Fall**. Since the day of the week for Veterans Day changes from year to year, there is **no fixed pattern of MTWRF(Sa) frequencies**. For already approved ~~2008-09, 2009-10 and 2010-11~~2011-12, 2012-13, and 2013-14 calendars, these were 14-~~14~~15-15-14-~~14~~13-(14), ~~14~~13-15-~~14~~15-14-14-(14) and ~~14~~13-15-15-~~13~~14-14-(14), respectively. **For the proposed ~~2011-12, 2012-13 and 2013-14~~2014-15, 2015-16, 2016-17 and 2017-18 calendars, these will be 14-14-15-14-14-(14), 14-15-14-14-14-(14), 14-15-15-14-13-(14), and 14-15-15-14-13-(13)~~14-15-15-14-13, 13-15-15-14-14 and 13-15-15-14-14,~~** respectively. Saturday classes do not meet over Thanksgiving weekend or on November 11 if it is a Saturday; the latter occurs in Fall 2016.

- **The Spring semester** begins on either the Monday or Tuesday after Martin Luther King, Jr. Day. The exact dates are determined by setting the faculty preparation period to begin on the earliest Wednesday or Thursday that can be placed in the state February period (which can begin in January but be no longer than 45 calendar days). For most years, the first day will be a Wednesday which gives a three-day faculty preparation period (Wednesday through Friday); occasionally there will only be a two-day faculty preparation period. It effectively contains fifteen weeks of instruction, one complete week for Spring Break week, and one more holiday. The holiday is Martin Luther King, Jr. Day in years where instruction begins the Tuesday immediately following Martin Luther King, Jr. Day (in which case Spring Break is moved to the same week as Cesar Chavez Day), and it is Cesar Chavez Day in years where instruction begins Monday following Martin Luther King, Jr. Day (in which case Spring Break is moved up to the midpoint of the semester, the ninth week after the start of instruction). There are always a total of **74 instructional days** in the Spring. Since the "additional holiday" (besides Spring Break) is either Martin Luther King, Jr. Day (always a Monday) or Cesar Chavez Day which falls on different days of the week each year, there is **no fixed pattern of MTWRF(Sa) frequencies**. For already approved 2011-12, 2012-13, and 2013-14, these were 15-15-15-14-15, 14-15-15-15-15, and 14-15-15-15-15, respectively.~~and t~~ The **MTWRF(Sa) frequency pattern for the proposed 2014-15, 2015-16, 2016-17 and 2017-18 ~~2010-11, 2011-12, 2012-13 and 2013-14~~ calendars will be 14-15-15-15-15-(14), 15-15-15-14-15-(14), 15-15-15-15-14-(14), and 15-15-15-15-14-(14)~~15-15-15-14-15, 15-15-15-15-14, 14-15-15-15-15, and 14-15-15-15-15~~**. Saturday classes meet on the weekend at the beginning of Spring Break, but not on the weekend at the end of Spring Break.

- **Together** the Fall and Spring semesters always contain **145 instructional days,** the minimum required number. There are usually fourteen Saturdays in the Fall and always 14 Saturdays in the Spring~~semester~~, but these are not officially counted as "instructional days," since Saturday is not a typical class day.

- **Summer session** runs for **10 weeks**. The first day of instruction is a Monday at least one full week after grades are due for the Spring semester, and the last ~~days~~ of instruction ~~are~~is a Saturday~~s~~ at least one full week before the fall faculty preparation period. The MTWRF(Sa) frequency pattern varies from year to year depending on the location of Independence Day. Also, when the 4th of July is a Friday, there are no Saturday classes on July 5; this occurs in Summer

55   <u>2014.</u> **For the proposed Summers of** ~~2011~~**2014,** ~~2012~~ **2015, 2016 and** ~~2013~~ **2017 these will be**
56   **10-10-10-10-9-(9), 10-10-10-10-9-(9), 9-10-10-10-10-(10) and 10-9-10-10-10-(10)**~~9-10-10-10-~~
57   ~~10-(11), 10-10-9-10-10-(11) and 10-10-10-9-10-(11),~~ respectively.

59   • **All grading for the Fall semester is completed before Winter Break**. There are either four
60   days in this grading period (Monday through Thursday) unless December 25 falls on a Friday or
61   Saturday, in which case the grading period is shortened to three days (Monday through
62   Wednesday)<u>; this occurs in Fall 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. <u>In the Spring semester, the last</u>
66   <u>day of final exams is also the first of two Commencement dates; exams will only be offered in the</u>
67   <u>early morning on this day.</u> 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).

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<u>; occasionally there are only</u>
73   <u>two days (Thursday and Friday) in this preparation period – this shortening of the faculty</u>
74   <u>preparation period occurs in Spring 2015</u>.

76   • There is a four day (Monday through Thursday, after Commencement weekend) **grading period**
77   at the end of the Spring semester.

79   • 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.

83   • 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.

87 **Additional Comments**:
88   • **Impact on Lecturer Benefits**: By delaying the start of the Spring semester, these calendars <u>meet</u>
89   <u>the Chancellor's Office requirement for CSU San Marcos that</u> ~~make~~ the January pay-period <u>be</u>
90   the fifth pay period of the Fall semester rather than the first pay-period of the Spring semester~~,~~
91   ~~which~~<u>. This</u> makes many lecturers eligible for an additional month of benefits (in January).
92   • **Alignment of Spring Break with Easter**: The Academic Senate asked the old APP to investigate
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~~ <u>four</u> years in question <u>with this new set of calendars</u>, Easter
95   Sunday is observed:
96   o April ~~8~~<u>5</u>, ~~2012~~<u>2015</u>: This is the Sunday at the end of the week following the proposed
97   Spring Break (<u>which occurs after 10 weeks of instruction</u>~~10ᵗʰ week of the semester~~).
98   o March ~~31~~<u>27</u>, ~~2013~~<u>2016</u>: This ~~already is the first~~<u>is the</u> Sunday <u>at the end</u> of the <u>week</u>
99   <u>following the</u> proposed Spring Break (<u>which occurs after 8 weeks of instruction</u>~~11ᵗʰ week~~
100   ~~of the semester~~)
101   o <u>April</u>~~, 2016, 2014~~<u>2017</u>: <u>Easter comes late this year;</u> ~~T~~<u>t</u>here are only ~~three~~ <u>3</u> weeks of
102   instruction after this date.
103   o <u>April 1, 2018: This Sunday is a week after Spring Break (which occurs after 8 weeks of</u>
104   <u>instruction). As Cesar Chavez Day is observed on Friday, March 30, 2018, this will be a</u>
105   <u>three-day weekend.</u>
106   • **Observance of Cesar Chavez Day**. The new calendars move Spring Break away from Cesar
107   Chavez Day whenever this is possible.

108	o	If classes do not begin until the week after Martin Luther King, Jr. Day, then it is possible
109		to remove a full week of classes (for Spring Break) and Cesar Chavez day from the
110		Spring instructional days and still met the minimum requirement for total instructional
111		days in the academic year.

o 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.

o 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:

- o Spring 2015: Spring Break contains Cesar Chavez Day and occurs after 10 weeks of instruction.
- o Spring 2016: Cesar Chavez Day falls in the week after Spring Break, which occurs after 8 weeks of instruction.
- o 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.
- o

- **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.

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

FALL 2014 Semester

August 19-22 (Tue-Fri)	Faculty pre-instruction activities
To Be Determined	Convocation for faculty and staff
August 25 (Mon)	First day of classes
September 1 (Mon)	Labor Day holiday — campus closed
October 1 (Wed)	Initial period for filing applications for Fall 2015 begins
October 17 (Fri)	Last day of class for first session of Fall half-semester classes*
October 18 (Sat)	First day of class for second session of Fall half-semester classes*
November 11 (Tue)	Veterans Day – campus closed
November 27-28 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 29)
December 6 (Sat)	Last day of classes
December 8-13 (Mon-Sat)	Final examinations
December 18 (Thur)	Grades due from instructors; last day of Fall semester
To Be Determined	Staff accumulated holidays – campus closed

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.)**
147   **Some Fall and Spring semester classes meet in a half-semester term.*
148

2015-2016 ACADEMIC CALENDAR

SUMMER 2015 Term

June 1 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 2 (Thur)	Last day of classes for classes in first half-Summer block
July 3 (Fri)	Independence Day holiday (observed) — campus closed (No classes scheduled for Saturday, July 4)
July 6 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Sat)	Initial Period for filing applications for Spring 2016 begins
August 8 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 13 (Thur)	Grades due from instructors; last day of Summer term

FALL 2015 Semester

August 25-28 (Tue-Fri)	Faculty pre-instruction activities
To Be Determined	Convocation for faculty and staff
August 31 (Mon)	First day of classes
September 7 (Mon)	Labor Day holiday — campus closed
October 1 (Thur)	Initial period for filing applications for Fall 2016 begins
October 23 (Fri)	Last day of class for first session of Fall half-semester classes*
October 24 (Sat)	First day of class for second session of Fall half-semester classes*
November 11 (Wed)	Veterans Day – campus closed
November 26-27 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 28)
December 12 (Sat)	Last day of classes
December 14-19 (Mon-Sat)	Final examinations
December 23 (Wed)	Grades due from instructors; last day of Fall semester
To Be Determined	Staff accumulated holidays – campus closed

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*
March 19 (Sat)	First day of class for second session of Spring half-semester classes*
March 21-26 (Mon-Sat)	Spring break
March 31 (Thur)	Cesar Chavez Day — campus closed
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.)**
152 *Some Fall and Spring semester classes meet in a half-semester term.*
153

154

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
To Be Determined	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
To Be Determined	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

155
156 **(Note: This calendar is not intended to be construed as an employee work calendar.)**
157 **Some Fall and Spring semester classes meet in a half-semester term.*
158
159

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
To Be Determined	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
To Be Determined	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.

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

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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November 2013

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December 2013

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January 2014

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April 2014

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David J. Barsky
Academic Programs

2013-14 through 2017-18 (rev)

September 2014

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David J. Barsky
Academic Programs

Scenario for APC
March 19, 2007

2013-14 through 2017-18 (rev)

January 2016

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David J. Barsky
Academic Programs

2013-14 through 2017-18 (rev)

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David J. Barsky
Academic Programs

Scenario for APC
March 19, 2007

2013-14 through 2017-18 (rev)

September 2018

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David J. Barsky
Academic Programs

Scenario for APC
March 19, 2007

GEC: Grade Minima for CSU General Education Courses in the "Golden Four"

Rationale*: The current CSUSM practice for the "Golden Four" (Written Communication/English Composition, Mathematical Concepts/Quantitative Reasoning, Oral Communication and Critical Thinking) currently requires students to pass with a minimum grade of a D. In 2011, the Academic Senate for the California State University passed a resolution supporting the increase of the minimum grades to a C. Transfer students are already required to meet the minimum grade of C for the Golden Four. The GEC recommends that CSUSM also adopt this policy for native students to ensure equity across the entire student body. Attached is a spreadsheet illustrating the grade distribution in Golden Four courses.*

Definition:

Authority:

Scope: Undergraduate students

The General Education requirements in Areas A1 (Oral Communication), A2 (Written Communication), A3 (critical Thinking) and B4 (Mathematics/Quantitative Reasoning) must be passed with a minimum grade of C (2.0).

BLP/UCC: SoE Dual Language certificate

Report from BLP: The Budget and Long Range Planning Committee (BLP) has reviewed the P-Form for a proposed teaching certificate program, "Dual Language Certificate." We thank faculty proposer Ana Hernández for her thoughtful responses to our queries, which enabled us to complete our work in a timely fashion.

Teaching certificates offered through the School of Education may be taken as stand-alone programs (for example, for currently employed teachers who wish to develop new skills) or can be folded into a Master's in Education degree. This program will be funded through traditional state support.

Program Demand: Detailed projections are not typically provided in P-forms for certificate programs. However, the proposal details the need for such "dual language immersion programs" in California (P-form, p. 1). This program would prepare teachers to provide instruction "for linguistically diverse students, including native English speakers and English language learners in the same classroom" to allow students to "learn[] content in two languages" (P-form, p. 1). While SDSU already provides such teacher training, the P-form notes the need for such training in the CSUSM service area, as several local school districts have already launched programs for which teachers will be needed, and additional districts have expressed interest in doing so. Further, the San Diego County Office of Education is supporting the expansion of such programs (P-form, p. 4).

Resource Implications: *"Stateside" Program Delivery:* This program is planned for traditional state support funding. The 12-unit program's four new proposed courses will all be offered as "stateside" courses that will contribute to the School of Education's FTES numbers and will require state funding for delivery. Even if the program's actual launch may be delayed due to ongoing stateside resource constraints, BLP believes curriculum review should continue to move forward. Senate approval of programs now will position them for implementation when resources are available.

Faculty: The program requires no new hires. The program can be run entirely through the efforts of the 7 current tenure-track and 2 current lecturer faculty.

Staff: The School of Education will need to ensure sufficient staff advising support for students as well as other administrative support.

Space: The revised P-form plans for all courses within the certificate program to be delivered fully online, so no classroom space will be required. While the tenure-track faculty offering this curriculum will already hold office space, any lecturers hired will need to be accommodated with office space as well.

IITS: All of the proposed courses will be run as fully online courses. IITS's report notes the standard protocols for IITS support for faculty teaching fully online courses.

Library: Based on an analysis conducted by the Library, 2 new journal subscriptions should be obtained to support the courses in this curriculum: *Bilingual Research Journal* and *NABE Journal of Research and Practice* (annual cost=currently estimated at about $300/year, but inflationary costs cannot be accurately anticipated). The revised P-form notes that these resources will also be helpful for several existing courses (particularly EDUC 602, 653, 654). While the P-form states that no additional Library instruction is requested for this proposal, we advise the instructors teaching the new courses to follow standard protocols in consulting with Library faculty and staff regarding information literacy and other research-related needs that students will need to master to complete course assignments.

52   *Potential Impact on Other Programs:* No signatures from other programs are indicated on the P-form.
53
54   **Report from UCC:**
55
56
57
58
59   For the complete curriculum associated with this proposal, visit the Curriculum Review website
60   under COEHHS, lines 133-137:
61   http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2012-
62   [13_curriculum.html#COEHHS](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2012-13_curriculum.html#COEHHS)
63

Proposed Catalog Language for the
Dual Language Certificate

66
67   The local Dual Language Certificate issued by the School of Education is designed for educators
68   to meet the growing need of dual and multilingual education at local, national and international
69   levels. The certificate program examines a variety of school-based models: One-Way
70   (foreign/second language immersion programs), Two-Way (bilingual immersion programs),
71   Developmental (maintenance bilingual programs), and Revitalization of Indigenous Languages
72   programs. The certificate will offer candidates, teachers and school administrators an
73   opportunity to better understand the theoretical principles, research, and instructional practices
74   of teaching and learning in dual language immersion settings. The scope of the certificate
75   includes 12 units of coursework (4 courses) that examines the program goals, instructional
76   strategies, assessments, curriculum, needs of diverse populations, cross-cultural competence,
77   leadership, and advocacy. The local Dual Language Certificate is a program within the Master's
78   of Arts (MA) in Education – General-Option Program.
79
80   - The four (4) courses are offered at the MA-level so that candidates completing the DL
81   program can apply their courses towards a Master's of Arts in Education – General-
82   Option Program – a 30-unit degree program.
83   - Candidates can complete the local DL Certificate coursework in two to four semesters.
84   - The DL Certificate courses will be offered *fully online* in order to include a wider
85   representation of candidates from various communities. Students must have access to a
86   computer with camera and audio. Students must obtain a minimum passing grade of B-
87   in each of the required DL courses and maintain a cumulative GPA of 3.0 in all
88   coursework.
89   - The final portfolio is an online submission in which candidates write a narrative
90   reflecting upon how s/he has met the DL Certificate Learning Outcomes and attach
91   assignments and graded rubrics from the courses they completed as evidence.
92

Student Learning Outcomes

94   The learning outcomes are addressed throughout the four classes. Candidates will understand,
95   analyze, and reflect on the major concepts, principles, theories, and research related to Dual
96   Language Education through the following:

97   • content instruction in the primary and second language to native speakers and English
98   Learners
99   • curriculum development, program assessment, and inclusion of students with special needs
100   or struggling learners
101   • data-informed instruction and assessment of linguistically diverse students
102   • cross-cultural competence for students and implications for educational leadership in
103   diverse societies
104
105 *Courses Required:*
106 EDUC 656 ………………… 3 units
107 EDUC 657 ………………… 3 units
108 EDUC 658 ………………… 3 units
109 EDUC 659 ………………… 3 units
110 *Program Total: 12 units*
111
112
113
114 <u>New Courses being approved together with this Certificate:</u>
115 EDUC 656   Principles of Dual Language & Multilingual Education
116 EDUC 657   Cross-Cultural Competence for Educ. Leadership in Diverse Societies
117 EDUC 658   Practices and Strategies for Bilingualism/Multilingualism Development
118 EDUC 659   Curriculum Development, Program Assessment, and Inclusion for Dual
119   Language and Multilingual Education

1 **BLP/UCC: SoN Palliative Care certificate**
2
3 **Report from BLP:** The Budget and Long Range Planning Committee (BLP) has discussed the proposed
4 certificate in Palliative Care. We gave attention to the immediate and long-range enrollment prospects for
5 this proposed degree program as well as the resource implications of the program's launch. We appreciate
6 the cooperation of the faculty proposers from CEHHS as we prepared this report. BLP submits the
7 following analysis of the impact of this program to the Academic Senate to guide senators in their
8 consideration of the proposal.
9
10 This certificate program would be run as a self-support program through Extended Learning. The
11 certificate would include a set of coursework from the Post-Master Science of Nursing degree if this
12 content is not provided in a given student's MSN program; depending on students' MSN backgrounds and
13 existing coursework, the certificate would require anywhere between 23 and 32 units of additional
14 coursework. The CSU has received considerable outside funding to support new offerings in this field,
15 and an Institute for Palliative Care has been launched at CSUSM.[1] The Institute's Director and staff
16 member(s) will be funded through the outside grant, and some grant funding has been made available to
17 the School of Nursing to support the development of new courses for this program, but course delivery
18 will be funded through self-support (Extended Learning).
19
20 Program Demand: Detailed projections are not typically provided in P-forms for certificate programs.
21 However, the P-form does attest to the need for palliative care in California in light of health trends, and it
22 lists several organizations throughout much of the Southern California region that are in need of nurses
23 trained in palliative care (P-form, pp. 4-5). Input from members of the School of Nursing's Community
24 Task Force, which includes representatives from such local institutions as Tri-City Medical Center, Sharp
25 Healthcare, UCSD, and Scripps HealthCare, indicates that local health care organizations are poised to
26 send practicing nurses for palliative care training when CSUSM launches such a program (email from
27 Denise Boren, March 18, 2013). Further, since no comparable program yet exists in Orange, Riverside,
28 or San Diego Counties, the School of Nursing anticipates that demand will be steady and strong (email
29 from Denise Boren, March 18, 2013).
30
31 Extended Learning's draft budget for the program (available on BLP's Community page) estimates that
32 students' tuition will run $635/unit, as is standard for all other NURS units run through EL. Additional
33 campus fees for EL students can be found at http://www.csusm.edu/el/aboutus/fees.html.[2]
34
35 Resource Implications:
36 *Faculty:* This proposed program includes the creation of 12 new courses, ranging from 1-4 units. BLP
37 has inquired about the program's capacity to offer additional courses when the School of Nursing appears
38 to be stretched so thinly already, in light of their "impacted" status and their small number of tenure-track
39 faculty. There is currently 1 tenure-track faculty member who can teach courses in the program, but most
40 courses would be taught by lecturers. The School of Nursing's Director, Dr. Denise Boren, remains
41 confident that qualified lecturers can be readily identified and hired to teach the requisite courses, in part
42 because organizations such as UCSD's Moores Cancer Center, the Elizabeth Hospice, and the CSU's own

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[1] CSUSM's policy on Centers & Institutes can be found at
http://www.csusm.edu/policies/active/documents/centers_institutes_csusm.html. All such bodies
undergo a review, to include a financial review, during their 5th year.

[2] Campus fees for students enrolled in state-support programs can be found at
http://www.csusm.edu/schedule/spring_2013/fees_and_charges.html.

43 new Palliative Care Institute all have qualified professionals on staff who are available to contribute to
44 this program (email from Denise Boren, March 13, 2013).   All instructors who will teach courses are
45 doctoral or master's prepared nurses, experienced and certified in the palliative care specialization.
46 *Space*: Since the P-form focused on facilities available to the School of Nursing in the SMACC building
47 across the street from campus, BLP requested an update on the program's space needs in light of the
48 School's anticipated move to University Hall in 2015. According to School of Nursing Director Denise
49 Boren, they will increase the current capacity of the "skills lab" from 6 to 10 beds, of the "simulation
50 center" from 3 to 4 rooms, and "exam rooms for Nurse Practitioners" (from 1 to 4). The new facility will
51 have a computer lab to facilitate distance learning with the Temecula site, a conference room, and a
52 "multipurpose room" (email from Denise Boren, March 13, 2013).
53
54 Dr. Boren's March 13 email also referred to "a designated computer lab." In response to follow-up
55 questions from BLP, it is anticipated that NURS will have priority scheduling for U-Hall 270 (a PC lab)
56 (email from Bill Ward, March 26, 2013). According to IITS, this is currently one of just 2 PC labs that
57 can accommodate classes of 45 students; it will be imperative that IITS be provided funding to establish
58 and maintain sufficient computer lab space for classes in other programs. This may also affect the
59 scheduling of other classes, as remaining computer lab space may be tighter in the M-R 9 a.m.-2 p.m.
60 windows. Past practice has required that courses offered through self-support programs are scheduled
61 only after all "stateside courses" have been assigned classroom space; APC is currently looking into
62 whether a standard policy along these lines should be developed, and we urge that any such policy should
63 be in place before NURS's move to the main campus.
64
65 *Staff:* This program is distinct from the CSU's new Institute for Palliative Care. All staff support,
66 including advising services and staff support needed to administer clinical placements, must be funded
67 and staffed by Extended Learning. The P-form indicates that the primary limit on enrollment will be the
68 "availability of clinical placements for the students" (P-form, p. 3). It is imperative that Extended
69 Learning accurately project such staff support expenses in calculating the student tuition/fee structure.
70 The School of Nursing has both a full-time and part-time Clinical Placement Coordinator; the part-time
71 coordinator will do clinical placements for the Nurse Practitioner and Clinical Nurse Specialist programs.
72
73 *Library:* The Library's existing database subscriptions will go far in meeting the program's needs.
74 However, the Library and EL are working through a new agreement to support the purchase of
75 appropriate monographs necessary to this specialized field.
76
77 *IITS:* Per Extended Learning's existing MOU with CSUSM, IITS services are funded by
78 "Direct chargeback for pre-approved services on a billed-quarterly basis (to include both instructional and
79 administrative services)," and "Added contract services are paid separately." While the P-form does not
80 specify that online instruction will be integrated into the program, IITS's report detailed points that the
81 School of Nursing faculty should consider as they begin to offer the new proposed courses and that must
82 be factored into any MOU with Extended Learning.
83
84 **Report from UCC:** In April, after careful review and extensive discussion with the originators and
85 among UCC members, UCC approved a Palliative Care Certificate Program Post Master of Science in
86 Nursing together with 12 new courses. Palliative Care Certificate Program trains nursing professionals in
87 the principles and practice of palliative care. This program is self-support and an important component of
88 the CSU Institute for Palliative Care at CSUSM, a first statewide educational and workforce development
89 initiative in palliative care. The program requires completion of 23 to 32 units depending on the courses
90 taken by the students in the MSN program. Those students that graduate from another Advanced Practice
91 Nurse specialty program offered at CSUSM will need to complete 23 units. Others may be required to
92 take up to 32 units of course work.
93

94 For the complete curriculum associated with this proposal, visit the Curriculum Review website, under
95 COEHHS, lines 108-120:
96 http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2012-
97 13_curriculum.html#COEHHS
98
99 **Proposed Catalog Language for the:**
100 **Palliative Care Nurse Practitioner Certificate and**
101 **Palliative Care Clinical Nurse Specialist**
102
103 Note: This catalog copy shows new certificates in the context of the four already existing post-master's
104 certificates.
105
106 **Clinical Nurse Leader (CNL) Certificate**
107 **Clinical Nurse Specialist (CNS) Certificate**
108 **Family Nurse Practitioner (FNP) Certificate**
109 **Family Psychiatric Mental Health Nurse Practitioner (PNP) Certificate**
110 **Palliative Care Nurse Practitioner Certificate**
111 **Palliative Care Clinical Nurse Specialist Certificate**
112
113
114 The Post Master of Science in Nursing (MSN) certificate is awarded to students who complete up to 38
115 units of study, depending on the certificate, gap analysis findings of courses needed, and applicable
116 courses in the students MSN program. Applications from students who hold a master's degree in nursing
117 will be reviewed individually to determine the courses needed. These certificate programs are eligible for
118 financial aid.
119
120 **Admission and Application Requirements**
121 Admission to the Post-MSN certificate program requires a master's degree in nursing from a Commission
122 on Collegiate Nursing Education (CCNE) or National League of Nursing (NLN) accredited program, a
123 minimum GPA of 3.0, and a copy of a State of California RN license.
124 Students should have computing skills sufficient to complete post-graduate work including word
125 processing, PowerPoint, and ability to use the internet for research of the best evidence for practice.
126
127 **Special Requirements**
128 Students in the nursing program must pass a physical health examination, and demonstrate a sufficient
129 immunization record consistent with that required of clinical placement in local health care agencies.
130
131 The academic advisor for the School of Nursing, working with the Office of Disabled Student Services,
132 will assist students to determine what accommodations will be required for students to meet the standards
133 of our program.
134
135 A complete application consists of:
136 • a completed application form;

137 • one set of official transcripts from colleges and universities attended with indication of a MSN degree;

138 • proof of licensure as a registered nurse in California;

139 • a reference list of two person's qualified to assess the applicant's potential to succeed as a post-graduate
140 student, including one nursing faculty in the student's MSN program; and

141 • a resume or curriculum vitae.

142 Applicants will be admitted annually. To be considered for admission, all required applications should be
143 received by March 1. Review of applications will continue until all the openings have been filled.
144 Applicants are notified of admission decisions following this process.
145
146 **Core Courses**
147 For all certificates, the following core courses are required:

	Units
148	**Units**
149 NURS 502	2
150 NURS 503A	1
151 NURS 504	3
152 NURS 506	3

153
154 **Clinical Nurse Leader (CNL) Certificate**

	Units
155	**Units**
156 NURS 550	3
157 NURS 552	3
158 NURS 554	3
159 NURS 556	3
160 NURS 557	3
161 NURS 558	3
162 NURS 559	3
163 NURS 598A	1
164 NURS 598B	2

165 NURS 598B is the culminating experience – the CNL Immersion Project.
166
167 **Clinical Nurse Specialist (CNS) Certificate**

	Units
168	**Units**
169 NURS 540	2
170 NURS 532A	3
171 NURS 533A or 533E	3
172 NURS 534A	2
173 NURS 535A or 535E	3
174 NURS 539	6
175 EDUC 608	3
176 NURS 598A	1

177
178 For Pediatric CNS specialty:
179 NURS 520   2
180
181 For Adult/Gerontology specialty:
182 NURS 560   2
183
184 For Advanced Public Health specialty:
185 NURS 512   2
186 NURS 514   3
187
188
189 **Family Nurse Practitioner (FNP) Certificate**

	Units
190	**Units**
191 NURS 540	2
192 NURS 532A	3

193	NURS 533D	3
194	NURS 534A	2
195	NURS 535D	3
196	NURS 520	2
197	NURS 526	1
198	NURS 560	2
199	NURS 539	6
200	NURS 598A	1
201		

202 Family Psychiatric Mental Health Nurse Practitioner (PNP) Certificate

203		**Units**
204	NURS 580	3
205	NURS 582	3
206	NURS 584	3
207	NURS 532B	3
208	NURS 533C	3
209	NURS 534B	2
210	NURS 535C	3
211	NURS 539	6
212	NURS 598A	1

213 NURS 598A is the culminating experience and includes successful completion of a comprehensive exam
214 that will prepare the student for national certification.

215 Palliative Care Nurse Practitioner

216		**Units**
217	NURS 536	2
218	NURS 542	1
219	NURS 544	1
220	NURS 546	1
221	NURS 548	1
222	NURS 532C	2
223	NURS 533F	4
224	NURS 534C	2
225	NURS 535F	4
226	NURS 539F	4
227	NURS 598A	1

228 NURS 598A is the culminating experience and includes successful completion of a comprehensive exam
229 that will prepare the student for national certification.
230

231 Palliative Care Clinical Nurse Specialist

232		**Units**
233	NURS 536	2
234	NURS 542	1
235	NURS 544	1
236	NURS 546	1
237	NURS 548	1
238	NURS 532C	2
239	NURS 533G	4
240	NURS 534C	2
241	NURS 535G	4
242	NURS 539G	4
243	NURS 598A	1

244 NURS 598A is the culminating experience and includes successful completion of a comprehensive exam
245 that will prepare the student for national certification.
246

---

247 *New courses being approved together with the two new certificates:*
248

249 NURS 532C   Advanced Concepts of Palliative Care Nursing Across the Lifespan in Acute Care
250 NURS 533F   Advanced Field Study: Advanced Mgmt of Palliative Care Clients Across the Lifespan in
251   Acute Care - NP
252 NURS 533G   Advanced Field Study: Advanced Mgmt of Palliative Care Clients Across the Lifespan in
253   Acute Care - CNS
254 NURS 534C   Advanced Concepts of Palliative Care Nursing Across the Lifespan in the Community
255 NURS 535F   Advanced Field Study: Advanced Mgmt of Palliative Care Clients Across the Lifespan in
256   the Community - NP
257 NURS 525G   Advanced Field Study: Advanced Mgmt of Palliative Care Clients Across the Lifespan in
258   the Community - CNS
259 NURS 539F   Advanced Palliative Care Externship - NP
260 NURS 539G   Advanced Palliative Care Externship - CNS
261 NURS 542   Current Topics in Total Pain Management
262 NURS 544   Palliative Care for Special Populations
263 NURS 546   Loss, Grief, and Bereavement
264 NURS 548   Self-Assessment, Self-Awareness, and Self-Care

BLP/UCC: CoBA stackable certificates

1
2
3 **Report from BLP:** To assist members of the Academic Senate in their consideration of program
4 proposals, BLP reviews P-forms to assess enrollment prospects as well as likely resource implications of
5 launching a proposed program. We thank Dr. Mohammad Oskoorouchi, the proposer, and the leadership
6 from Extended Learning for their timely responses to our questions and our feedback.
7
8 Overview: This program is conceived as contributing new options to the existing MBA program. The
9 "stackable certificate program" proposed here would allow a new pool of MBA students to complete
10 successive segments that would eventually lead to an MBA. The two options contained in this proposal
11 are the "Business Intelligence (BI)" and "International Business (IB)" options. This program is distinct
12 from the existing MBA program: the existing MBA runs through state support and requires that students
13 have at least 3 years of professional experience to be eligible for admission. The new options will be run
14 as a separate, self-support MBA program through Extended Learning; these options are designed to
15 attract recent college graduates from fields outside of business. And, unlike the current MBA program,
16 no professional experience is required for admission to these new options; instead, the new options are
17 intended to be marketed heavily among international students.
18
19 The program consists of "three discrete, stackable phases known as the Foundation, the Core, and the
20 Specialization," which allows students "three entry and exit points into and out of the program" (P-form,
21 p. 2). This program is envisioned as a year-round program, with many courses being run through 5-week
22 Special Sessions. The "Foundation" courses will be offered in the summer, and some "Core" courses
23 will be offered in early January. The third of the three certificates contributing to the MBA would require
24 students to fulfill 12 units of specialized instruction (currently Business Intelligence or International
25 Business, although additional specializations may be developed later).
26
27 Program Demand: The P-form discusses 3 target populations for the new MBA options: 1. recent
28 Business graduates; 2. non-Business graduates "seeking business education for career advancement into
29 management level assignments" ; and 3. International students (P-form, p. 1). At BLP's request,
30 additional information on demand for MBA programs was provided; these data focused on national trends
31 rather than CSUSM's unique program, but they are available on BLP's web page. This additional report
32 indicated that MBA programs are still able to recruit applicants even while the economy appears to be
33 improving; the report points particularly to demand among students from China and India, two countries
34 targeted for recruiting for CSUSM's new program.
35
36 Delivering a self-support program requires that costs be accurately projected to establish a tuition and fee
37 structure that provides sufficient program resources while also allowing the marketing of a cost-
38 competitive program to students. According to the draft budget provided by Extended Learning and
39 available on BLP's web page, students in this program will pay tuition of $700/unit, in addition to
40 standard campus fees for EL students.[3],[4] Further, the International Business option will require that
41 students spend time abroad, which will of course result in additional expenses.[5]
42 Resource Implications:

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[3] A full breakdown of these fees for EL students can be found at http://www.csusm.edu/el/aboutus/fees.html. 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.
[4] Once the existing "professional fee" attached to each unit taken in the state-support executive MBA is taken into account, the
tuition/fee structure for the state-support and self-support MBA options is very comparable.
[5] In response to a query from BLP, MBA Director Mohammad Oskoorouchi provided more information about the international
"culminating experience." This is conceived as a 5-week international experience. While international students will gain this
experience here in the San Diego area, "native" students will spend 5 weeks in a foreign setting arranged by CoBA and Extended
Learning, and under the supervision of a CSUSM faculty member. Additional expenses of at least $4000-$5000 should be
anticipated, although BLP members' experience indicates that this figure may still be low. As Dr. Oskoorouchi noted to BLP,
"We believe that an international business education cannot be completed without an actual international experience" (email
from Dr. Oskoorouchi, 4/7/13).

43 *Faculty:* No new tenure-track faculty hires are anticipated for this program; all current CoBA tenure-
44 track faculty are listed in the P-form as potential contributors to the new MBA options. Tenure-track
45 faculty currently may be assigned to teach self-support courses 1) as overload assignments (up to a limit
46 of 25% of their regularly stateside salary); 2) as part of their regularly assigned teaching load; or 3) as
47 "buy-outs" from existing faculty obligations. Individual faculty participating in the program may
48 currently choose how to participate in the program.
49
50 When asked by BLP about whether the new self-support MBA options might negatively impact the
51 staffing of the existing (stateside) MBA program, Dr. Oskoorouchi replied (in an email from 4/7/13),
52
53   To be honest we already have problems staffing the current MBA Program as it is
54   a weekend program and requires certain expertise. Most of our Accounting courses
55   are taught by lecturers who are TT at other institutions. This is an issue that CoBA
56   needs to address in the long run. However, I don't believe the new program would have
57   anything to do with it. We have a policy on overload teaching, which puts a 12-unit cap
58   on the number of units a TT faculty can teach on overload including EL and summer
59   stateside. Those faculty who would like to teach on overload they have already maxed
60   out their quota through summer school and other CoBA's self support program. The new
61   program will attract faculty who would like to teach MBA level courses but have not been
62   participating so far due to weekend schedule (regular load teaching) and faculty who have
63   not been teaching on overload because they spend summer on research (overload teaching).
64
65 The program's draft budget (developed by Extended Learning, and available on BLP's web page)
66 anticipates an entering cohort of 35 students in Year 1, potentially growing to cohorts of 60 students by
67 Year 4. Dr. Oskoorouchi anticipates that cohorts will NOT be broken into multiple sections but will
68 instead be provided instruction through larger classes (email from Dr. Oskoorouchi, 4/7/13). EL's pay
69 scale establishes that larger classes will require that instructors be hired at a higher salary and that they
70 may be eligible for Teaching Assistants (TA's).
71
72 *MBA Director Support:* Extended Learning's draft budget includes $36,000/year for assigned time for the
73 Faculty Program Director. While the MBA Director currently receives 8 units of assigned time each
74 year, the new options will fund 18 units of assigned time for this position (at $2,000/unit).
75 This in effect will allow the self-support MBA options to underwrite the MBA Director's position.
76
77 *Staff:* EL's draft budget includes a part-time position for career advisor. COBA and Extended Learning
78 need to make explicit their understanding of the staffing support needed to handle the schedule-building,
79 degree advising, and other duties inherent in running such a program.
80
81 *Library:* Under EL's draft budget (posted on BLP's web page), the Library will receive 1% of the tuition
82 revenue. The estimate for Year 1 is $10,560; by Year 4, EL estimates the Library will receive
83 $18,840/year. NOTE: EL has since informed BLP that the Library needs for all Extended Learning
84 programs will be assessed on an annual basis to ensure that no undue (and no unfunded) demands are
85 being placed on Library collections by self-support programs.
86
87 Many of the materials needed for this program are already available based on existing database and other
88 subscriptions; however, CSUSM has not covered inflationary costs for standard Library subscriptions for
89 several years. It is anticipated that Library support for the new MBA options will help cover basic
90 Library needs to support the existing CoBA programs as well as the new program; the Library's report
91 provided an extensive list of databases, films, and other holdings that would benefit all CoBA programs,
92 and Library and CoBA faculty will need to collaborate to determine where the funds can be most
93 effectively spent. Librarian Ann Fiegen will continue to support existing COBA programs while
94 supporting students in the new program with in-class instruction (as scheduled by individual faculty) and
95 one-on-one consultations. The new program may include a "graded module" for Library instruction for a
96 research methods course (BA604).

97

IITS: No new IITS needs have been identified specifically for instruction in this program. Per EL'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); further, "added
contract services are paid separately."

Space: The proposal anticipates that all courses would be offered Mondays-Thursdays, between 9 a.m.-
12 noon, commonly known as high-demand periods for CSUSM's class scheduling. Academic
Scheduling has followed a practice of prioritizing state-support classes in the schedule-build process, so
self-support MBA courses may by necessity run at least some classes in the Foundation Building, which
is owned and operated by Extended Learning. We anticipate that APC will be putting forward a formal
policy on this issue in AY 2013-14, but all parties should be aware of past practice when the proposal is
presented to the Senate.

Potential Impact on Other Programs: No programs were asked to sign off on the P-form.

Report from UCC: In April, after careful review and extensive discussion with the originators and
among UCC members, UCC approved a Stackable Certificate MBA Program Leading to a Specialized
MBA Degree in CoBA together with 29 new courses. CoBA currently offers an MBA program on the
state side for working professionals. The newly proposed two self-support specialized MBA options are
mostly designed for students with 0-3 years of work experience. The options are: Business Intelligence
(BI) and International Business (IB). The program includes three stackable phases, including Foundation,
the Core, and the Specialization. Those completing or satisfying the requirements of all three phases will
earn an MBA. Upon satisfactory completion of each phase of the program, students will receive a
certificate, which can be a Certificate of Business Foundations, a Certificate of Core Business Education,
a Certificate of BI/IB, and upon completion of the final project/culminating experience, an MBA. The
entire program including the Foundations will run for 15 months and consists of 48 units. Those students
for whom the Foundation is waived can complete the MBA program in 12 months with 36 units.

For the complete curriculum associated with this proposal, visit the Curriculum Review website, under
COBA, lines 22-51:
http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2012-
13_curriculum.html#CoBA

Proposed Catalog Language for the:
Certificate of Advanced Study in Business Foundations
Certificate of Advanced Study in Core Business Knowledge
Certificate of Advanced Study in Business Intelligence
Certificate of Advanced Study in International Business
Master of Business Administration, Business Intelligence Option
Master of Business Administration, International Business Option

Description of the Program
The program consists of 36-48 units in three discrete, stackable phases: the Foundation, the Core, and the
Specialization in Business Intelligence (BI) or International Business (IB). This three-phased approach
offers three entry and exit points into and out of the program. Only those completing or satisfying the
requirements of all three phases will earn an MBA.

Student Learning Outcomes: Graduates of this program will be able to:

- **Knowledge**
  - Demonstrate knowledge of core business concepts, models, and theories in the areas of management, marketing, operations management, management information systems, accounting, and finance.
  - Select the proper tactical tools, theories and methodologies to use for approaching solutions to strategic problems.
- **Skills**
  - Apply knowledge of tactical tools, theories, and methodologies in solving business problems through rigorous case studies and projects.
  - Analyze quantitative and qualitative data to critical argument and decisions.
  - Present data-driven decisions through effective oral and written communication
- **Behaviors**
  - Demonstrate the ability to work collaboratively in team projects as participants and as leaders
  - Identify potential areas of ethical conflicts and offer solutions to them,
  - Evaluate the ramifications of strategic decisions in a global context.

Program Schedule
The program has been designed for students with 0-3 years of work experience, and offered during weekday morning hours. This schedule accommodates students who work part-time. The length of the program is 12-15 months.

MBA Bridge (2 units):
Before beginning the program, all students will be required to complete a 2-unit MBA Bridge program focused on basic skills including career planning, business communication, and quantitative methods.
Admission to the bridge requires admission to the MBA Program.

The Foundation (0-12 units) – Certificate of Business Foundations
The Foundation is a multi-disciplinary 500-level pre-MBA program consisting of six 2-unit courses, offered during the 10 week summer session. It is designed as a refresher of basic business courses for those with undergraduate business degrees and as an introduction to business disciplines for those holding undergraduate degrees in non-business disciplines. This 12-unit sequence is required of all entering students. Domestic students with business degrees may petition to waive the Foundation. *Admission to the Foundation requires successful completion of the MBA Bridge.* Students receive a certificate of completion for the Foundation if they successfully complete all Foundation courses with a GPA of 2.5 or higher.

Number	Units	Course Title
ACCT 502	2	Foundations of Accounting
FIN 502	2	Foundations of Finance
MKTG 502	2	Foundations of Marketing
MGMT 502	2	Foundations of Management
OM 502	2	Foundations of Operations Management
MIS 502	2	Foundations of Management Information Systems

The Core (16 units) – Certificate of Core Business Knowledge
The Core is a multi-disciplinary graduate 600-level set of eight 2-unit courses. They are distinct from, and more advanced than the Foundation, and assume mastery of the basic business education. *Admission to the Core requires successful completion of the Foundations with a GPA of 3.0 or higher, or a waiver of the Foundations and successful completion of the MBA Bridge. Students whose Foundations GPA falls below 3.0 may petition to move forward to the Core, but if approved, they will be placed on academic probation.*

195 Students who successfully complete the Core but do not continue in the program may earn a Certificate of
196 Core Business Knowledge. Successful completion of this certificate requires a minimum GPA of 2.5 and
197 a minimum grade of 2.0 in all courses.

Number	Units	Title
BA 602	2	Statistics for Business Decisions
MGMT 602	2	Leadership and Ethics
BA 604	2	Research Methods for Business
ACCT 602	2	Accounting for Managers
MKTG 602	2	Marketing Management
FIN 602	2	Corporate Finance
MGMT 604	2	Human Resources
MGMT 606	2	Managing the Sustainable Enterprise

198

199 **Specialization (12 units) – Certificates of BI/IB**
200 The specialization has two tracks: Business Intelligence and International Business that each consists of
201 six advanced-level 2-unit courses. In an information-driven global economy, there is a great need for
202 MBA graduates with these specializations. *Admission to the Specialization requires successful*
203 *completion of Foundation and the Core with a cumulative GPA of 3.0 or higher. Students whose*
204 *cumulative GPA falls below 3.0 may petition to move forward to the Specialization, but if approved, they*
205 *will be placed on academic probation.* Students who do not wish to continue in the program, but receive a
206 certificate must complete BA 675 (or BA 650) and have a GPA of 2.5 or higher. Students who continue in
207 the program will receive their certificate when they successfully complete BA 675.

208

Business Intelligence Track			International Business Track		
Number	Units	Title	Number	Units	Title
MIS 612	2	Data Management for Business Intelligence	GBM 612	2	International Culture and Negotiations
OM 612	2	Business Analytics	OM 612	2	Business Analytics
OM 614	2	Business Forecasting	MKTG 614	2	Global Marketing and Sales
MIS 614	2	Data Warehousing	FIN 612	2	International Finance
MIS 616	2	Data Mining in Action	OM 616	2	Global Supply Chain Management
MKTG 612	2	Customer-Focused Marketing Intelligence	GBM 614	2	Executive Seminar: Doing Business in…

209

210 **Culminating Experience (6 units)**
211 After completing their specializations, students will be required to complete Strategic Management in
212 Global Environment as a Capstone course. BI Option students will take a 4-unit Business Intelligence
213 Masters Project. IB Option students will participate in a 4-unit international experience involving travel to
214 a foreign country with a faculty member to participate in company visits and a project. International
215 students will have the option to complete their international experience under the direction of a faculty
216 member in the US who will guide them in local company visits and project work equivalent to that done
217 by the US students overseas. Completion of the Culminating Experience will lead to the completion of the
218 MBA Degree.

Business Intelligence Specialization			International Business Specialization		
Number	Units	Title	Number	Units	Title
BA 675	2	Strategic Management in Global Environment	BA 675	2	Strategic Management in Global Environment
BA 685	4	Business Intelligence Masters Project	GBM 685	4	International Experience

219

220 **General Admissions Requirements**

221   • A GMAT score of 500 or above, with a minimum 30th percentile score in the Verbal section, a minimum
222   30th percentile score in the Quantitative section, and a 4.0 score in the Analytical Writing section.
223   • A Grade Point Average (GPA) of "B" (3.0) or better in the last 60 graded semester units, from a regionally
224   accredited university. Only regular courses from four-year colleges and/or universities will be used in
225   calculating an applicant's GPA; no extension courses or community college courses will be included.
226

227 **Important notes:**
228   • Students must satisfactorily meet the GMAT requirement before being admitted to the MBA Core. They
229   may enter the Bridge and the Foundation prior to completing the GMAT. Students not meeting this
230   requirement may not be admitted to the Core, but can receive a certificate for completing the Foundation.
231   • All graduate applicants, regardless of citizenship, whose preparatory education was principally in a
232   language other than English must demonstrate competence in English. English proficiency may be
233   demonstrated by tests such as TOEFL or IELTS. International graduate students must meet university
234   proficiency minima as defined in this catalog. Students not meeting the graduate level proficiency but who
235   meet the undergraduate minimum level may be admitted to the Bridge and Foundations, but must meet
236   graduate level proficiency minimum requirements to be admitted to the Core.
237   • The admission committee reviews applications not meeting all minimum requirements for an admission
238   decision.
239

240 **Advancement to Candidacy**
241 In order to be considered for advancement, MBA students must be in good standing with an overall
242 graduate GPA of at least a 3.0, have fulfilled the master's student Graduate Writing Assessment
243 Requirement, and have no more than 6 units (including BA 675 and BA 685) remaining towards the
244 completion of the MBA program.
245

246 **Graduation Requirements**
247 Completion of the MBA degree requires: (1) an overall GPA of at least 3.0 (B average) in all coursework
248 within the program, (2) a minimum grade of 2.0 (C) in each course, (3) fulfillment of the master's student
249 Graduate Writing Assessment Requirement, (4) advancement to candidacy and (5) fulfillment of the
250 culminating experience requirement.
251
252
253

254 New Courses being approved together with the MBA option and certificates:
255 ACCT 502   Foundations of Accounting
256 ACCT 602   Accounting for Managers
257 BA 500   MBA Bridge
258 BA 602   Statistics for Business Decisions
259 BA 604   Research Methods for Business
260 BA 675   Strategic Management in Global Environments
261 BA 685   Business Intelligence Master's Project
262 FIN 502   Foundations of Finance
263 FIN 602   Corporate Finance
264 FIN 612   International Finance
265 GBM 612   International Culture and Negotiations
266 GBM 614   Executive Seminar Doing Business in Selected Country/Region
267 GBM 685   International Experience
268 MGMT 502   Foundations of Management
269 MGMT 602   Leadership and Business Ethics
270 MGMT 604   Human Resource Management
271 MGMT 606   Managing the Sustainable Enterprise
272 MIS 502   Foundations of Management Information Systems
273 MIS 612   Data Management for Business Intelligence
274 MIS 614   Data Warehousing
275 MIS 616   Data Mining in Action

276	MKTG 502	Foundations of Marketing
277	MKTG 602	Marketing Management
278	MKTG 612	Customer-Focused Marketing Intelligence
279	MKTG 614	Global Marketing and Sales
280	OM 502	Foundations of Operations Management
281	OM 612	Business Analytics
282	OM 614	Business Forecasting
283	OM 616	Global Supply Chain Management

1   **APC: Maximum number of units during winter intersession**
2
3 ***Rationale:*** *According to the Credit Hour Policy, each unit of credit in a course represents approximately*
4 *45 hours of student effort (both inside the classroom/laboratory and in work outside of class). In a*
5 *traditional semester-length lecture course, students are expected to devote two additional hours outside*
6 *of class for each hour of lecture, for a total of three hours per unit in every week of a semester.*
7 *Intersession is a compacted time period and therefore needs guidelines for the number of units a student*
8 *can register for so that the work may be completed successfully.*
9
10 *The limit on the number of units is based on the maximum number of calendar days available, and not on*
11 *the number of weekdays, because the definition of the Credit Hour Policy explicitly states that the student*
12 *work underlying each unit of credit includes out-of-class work.*
13
14 *The limits are developed assuming that classes do not begin until the first workday after January 1*
15 *because the campus is entirely closed for the preceding week, and in many years there are no workdays*
16 *between the day that grades are due for the Fall semester (i.e., the last day of that semester) and the*
17 *campus closure week. Classes also end two workdays before the start of the Faculty Preparation Period*
18 *to allow instructors one day to assign and report Winter intersession grades before the start of the Spring*
19 *semester.*
20
21 *For a period of intense study, 10½ hours is assumed to be the maximum number of hours per day that a*
22 *student can realistically be engaged in study.*
23
24 *To understand the implications of this policy, the lengths of the intersessions have been computed for the*
25 *winter intersession in 2013-14 and the four years whose calendars are currently under consideration at*
26 *the Academic Senate. The following table shows how much daily student effort would be required for a 2-*
27 *unit and a 3-unit course in those intersessions and what the class length would be for courses delivered*
28 *entirely through face-to-face instruction meeting on every weekday during the intersession. In every case,*
29 *students would be permitted to enroll for up to three units during a Winter intersession.*
30

Academic Year	Available weekdays	Available weekend days	Units	Daily student effort (in hr:min)	Approx. length (incl. breaks) of a face-to-face class meeting every weekday (in hours)
2013-14	8	4	2	6:15	4
2013-14	8	4	3	9:23	5.5
2014-15	8	4	2	6:15	4
2014-15	8	4	3	9:23	5.5
2015-16	10	2	2	6:15	3
2015-16	10	2	3	9:23	4.5
2017-18	9	2	2	6:49	3.5
2017-18	9	2	3	10:14	5
2018-19	9	2	2	6:49	3.5
2018-19	9	2	3	10:14	5

31
32
33

Definition   The purpose of this policy is to establish guidelines for the maximum number of units students can take during Winter intersession.

Authority   *The president of the university*

Scope   *This policy applies to undergraduate and graduate students and curriculum.*

Course Registration Limit for Students

A. Prior to the development of the Winter intersession course schedule, Academic Programs, Extended Learning and Enrollment Management Services Operations/Registrar will jointly set the maximum student course load for the intersession at the greatest integer less than $(10.5\,N)/37.5^6$, where N is the number of calendar days between the first workday after January 1 and two workdays before the start of the Spring Faculty Preparation Period, inclusive.

B. No courses in excess of the limit computed in A. will be offered during the intersession.

C. Students desiring to register for units in excess of the limit computed in A must obtain approval for a course overload from their academic advisor. Before approving a course overload, the academic advisor must discuss with the student the feasibility of successfully completing the requested courses in light of the definition of a credit unit. If such requests are denied, appeals may be made to the appropriate college dean (or designee) of their major. In general, only students with superior academic records and a demonstrated need for such excess enrollment will be allowed to enroll for course overloads.

---

[6] 10.5 is the limit on the number of clock hours that a student can be expected to be studying each day; 37.5 is the number of clock hours corresponding to 45 (50-minute) academic hours.

APC Resolution: Priorities for assignment of classrooms

WHEREAS, The majority of instruction on the CSUSM main campus takes place in state-financed buildings which are expected to meet certain room utilization targets based on (state-support) FTES generated in their labs and classrooms; and

WHEREAS, An agreement was made at the time the University Scheduling Office separated into Academic Scheduling and Event Scheduling regarding a prioritization scheme for the use of FTES-generating classrooms and labs during fall and spring semesters, to wit:
1. Up until the time that the semester schedule goes live, only state-support (FTES-generating) classes may be scheduled in these rooms.
2. Once the semester schedule has been posted, self-support classes and additional state-support classes can be scheduled on a first-come, first-served basis.
3. After the third week of classes (to allow for the Academic Scheduler to make room adjustments for classes that need different rooms) rooms are available for general scheduling (for example, events and meetings); and

WHEREAS, This agreement has worked well and continues to work well, but is currently just a "practice" and not a policy; and

WHEREAS, The growing number of self-support offerings raises the concern that self-support courses might displace state-support courses in the scheduling of facilities that are intended to generate FTES; now, therefore, be it

RESOLVED, That the appropriate University offices codify the current classroom scheduling prioritization practice for fall and spring semesters as an administrative policy.

Rationale: *UCC began work in 2010-11 on updating the form for proposing new courses: the C Form. This work continued in 2011-12 and was carried over to 2012-13. The proposed form also draws upon similar work from CHABSS CAPC in 2011-12. It reflects the fact that the administrative software has changed (from Banner to PeopleSoft) since the last revision of the C Form (Spring 2007) and several practices that have emerged over the years in the review of courses at UCC (e.g., requiring proposals to identify student learning outcomes).*

The major changes/additions are as follows:
·   The new form integrates a "Curriculum Guide" into the form (to help explain to proposers exactly what is being asked. For example, the new form explains the course numbering system and what a generic course is. Explanations can be found both in the small font text below the items and in the pull-down menus, which are often annotated.
·   There is a new item (#16) dealing with dual-listed undergraduate and graduate courses.
·   There is a new item (#19) asking whether this is a course that does not need to be included in determining the final exam schedule.
·   There is a new item (#21) asking for the course student learning outcomes, which have been required at UCC for a half-dozen years even though they are not on the old C Form.
·   Supporting documentation can still be provided in the form of a detailed course outline (#22), but the form now specifies certain items that must be included in an outline.
·   There is a new item (#25) on course fees.
·   The Proposer and the Department Chair sign a statement acknowledging the need to work with IITS/ATS to ensure that the course is accessible.

Other changes:
·   The items have been re-ordered, mostly in keeping with suggestions from CHABSS CAPC.
·   The list of colleges (#4) has been updated
·   PeopleSoft allows a longer course title abbreviation (#3) than Banner did
·   The two lines on Prerequisites and Corequisites have been replaced with lines (#12a-f) on all of the Registration Conditions currently used.
·   The pre-baccalaureate grading mode that PeopleSoft uses to identify courses whose grades should not be factored into a student's GPA has been added to the Grading Basis item (#17).
·   The mode of instruction item (#20) has the most commonly used instructional modes as presets.
·   The item on course offering frequency (#24) suggests more precise responses that can be coded into PeopleSoft.
·   The item on uses of the course has been phrased more precisely to distinguish between uses as a requirement (#26) and as an elective (#27).
·   Since authority to approve course has been delegated by the President to the Provost/VPAA since January 1999, there no longer is a signature line on the form for the President.

List of drop-down responses in the proposed new C Form:

Drop-down options for item 4:
        COBA
        COEHHS
        CHABSS
        CSM
        FYP
        Other

Drop-down options for item 5:

54	Summer
55	Fall
56	Spring
57	
58	Drop-down options for item 7:
59	No
60	Yes
61	
62	Drop-down options for item 8:
63	Yes
64	No
65	
66	Drop-down options for item 9:
67	No
68	Yes
69	
70	Drop-down options for item 13; "Title" reads: For most courses, the answer will be no.
71	No
72	Yes, Consent of Instructor [Be sure to include statement in 12d]
73	Yes, Consent of Department (Chair or designee) [Be sure to include statement in 12d]
74	
75	Drop-down options for item 14; "Title" reads: For most courses, the answer will be no.
76	No
77	Yes, this is an independent study/research course.
78	Yes, this is an internship course.
79	Yes, this is a generic course and students will be allowed to retake the course as topics change.
80	Yes, but this course is not described by the three situations immediately above. (Please complete the second
81	part of this item.)
82	
83	Drop-down options for item 15:
84	No
85	Yes, all cross-listings are identified in item #1.
86	Yes, but not all cross-listings are identified in item #1.
87	
88	Drop-down options for item 16a:
89	No
90	Yes; this course is part of a normal 400-level and 500-level pairing.
91	Yes; this course is part of a 400-level and 600-level pairing, and a strong rationale for this exceptional
92	pairing is provided.
93	Yes; this course is part of a 300-level and 500-level pairing, and a strong rationale for this exceptional
94	pairing is provided.
95	
96	Drop-down options for item 17; "Title" reads: Most courses use the "Graded +/-" grading basis
97	Graded +/- (Grades are F, D-, D, D+, C-, C, C+, B-, B, B+, A- and A)
98	Graded RP (Grades are F, D-, D, D+, C-, C, C+, B-, B, B+, A- and A; also allows the use of the RP
99	[Report in Progress] grading symbol)
100	CR/NC (Grades are CR [Credit] and NC [No Credit])
101	CR/NC w/RP (Grades are CR [Credit] and NC [No Credit]; also allows the use of the RP [Report in
102	Progress] grading symbol)
103	PreBacc (Grades are F, D-, D, D+, C-, C, C+, B-, B, B+, A- and A; used for pre-baccalaureate
104	courses to exclude them from GPA calculations and being counted toward graduation)
105	PB/CRNC (Grades are CR [Credit] and NC [No Credit]; used for pre-baccalaureate courses to exclude
106	them from GPA calculations and being counted toward graduation)
107	
108	Drop-down options for item 19:
109	Yes; some sections of this course may need a final exam period.

110   No; sections of this course will never need a final exam period or room during finals week.
111
112   Drop-down options for item 20 (Primary Lecture); "Title" reads: Select [blank] if there is no lecture
113   [blank]
114   02: 1 weekly instructional hour and 1 WTU for each credit unit (usual mode)
115
116   Drop-down options for item 20 (Second Lecture (for courses with "breakout sections")); "Title" reads: Select
117   [blank] if there is no second lecture
118   [blank]
119   04: 1 weekly instructional hour and 1 WTU for each credit unit (usual mode)
120
121   Drop-down options for item 20 (Activity); "Title" reads: Select [blank] if there is no activity
122   [blank]
123   07: 2 weekly instructional hours and 1.3 WTUs for each credit unit
124
125   Drop-down options for item 20 (Lab); "Title" reads: Select [blank] if there is no lab
126   [blank]
127   15: 3 weekly instructional hours and 1.5 WTUs for each credit unit
128   16: 3 weekly instructional hours and 2 WTUs for each credit unit (science labs)
129   17: 3 weekly instructional hours and 2 WTUs for each credit unit (clinical labs)
130
131   Drop-down options for item 20 (Other (seldom used) instructional modes); "Title" reads: Select [blank] if "other
132   modes" are not used
133   [blank]
134   18: Major Intercollegiate Athletics Sports Activities
135   19: Minor Intercollegiate Athletics Sports Activities
136   20: Performance/Production
137   21: Performance/Production Activities
138   77: Non-workload-generating, non-state-supported
139   78: Non-traditional instruction, examination or evaluation
140
141   Drop-down options for item 20 (Supervision); "Title" reads: Select [blank] if "this is not a supervision course
142   [blank]
143   48: 0.25 WTU/student; 45 mins/student/week; usual mode for 1 or 2 units of undergraduate independent
144   study
145   36: 0.33 WTU/student; 1 hour/student/week; usual mode for 3 or 4 units of undergraduate independent
146   study
147   25: 0.50 WTU/student; 90 mins/student/week; usual mode for 5+ units of undergraduate independent study,
148   or 1 or 2 units of graduate independent study
149   24: 0.67 WTU/student; 2 hours/student/week; usual mode for 3 or more units of graduate independent
150   study
151   23: 1.00 WTU/student; 3 hours/student/week
152
153   Drop-down options for item 22:
154   A complete course syllabus
155   A detailed course outline
156   No syllabus or outline as this is an independent study/internship course
157   No syllabus or outline as this is a generic course
158
159   Drop-down options for item 23:
160   No; individual sections may still be designated as service-learning sections during the schedule build
161   Yes; all sections will be automatically be designated as service-learning sections in the on-line schedule
162
163   Drop-down options for item 24:
164   Course typically offered Every Semester
165   Course typically offered in Fall

166	Course typically offered in Spring
167	Course typically offered in Summer
168	Course typically offered Every Third Semester
169	Course typically offered Intermittently
170	Course typically offered Every Term (Fall, Spring, and Summer)
171	No entry (field in PeopleSoft will be left blank)
172	
173	Drop-down options for item 25:
174	No
175	Yes
176	
177	Drop-down options for item 26:
178	No
179	Yes
180	
181	Drop-down options for item 27:
182	No
183	Yes
184	
185	Drop-down options for item 28:
186	No
187	Yes
188	
189	
190	

192

1. Course Subject Code and Number: | Type the subject code over this text | | Type the course number over this text |

Examples of Subject Codes: ACCT, BA, CHEM, DNCE, ECON, FIN, GBM, HD, ID, JAPN, KINE, LBST, MASS, NATV, OM, PE,…
If the course is going to be cross-listed in two or more subjects with the same course number, both subject codes can be entered on the form; if the course numbers will be different, then each course should be on its own form with the cross-listing noted in item #15.
In choosing a course number, see the Course Number System from the General Catalog (reproduced here):

1- 99	Pre-baccalaureate
100-299	Lower-division (may have community college equivalents)
300-399	Upper-division; may not be taken by graduate students (not equivalent to community college courses)
400-499	Upper-division; may be taken by graduate students unless the course is certified for General Education
500-599	Graduate; may be taken by advanced upper-division students
600-699	Graduate; only open to undergraduates with individual approval
700-799	Doctoral

Whenever possible, course numbers should not have been previously used; if necessary, course numbers can be 'recycled' if they have not been used in the past 10 years for undergraduate courses (6 years for graduate courses). Contact Academic Programs for assistance in determining availability of course numbers. A letter suffix may be used, but not "I" or "O." "L" is commonly used for labs, and "S" for courses taught in Spanish.

2. Course Title: | Delete this text and type the title here |

Avoid the use of jargon, slang, copyrighted names, trade names, and any non-essential punctuation.

3. Abbreviated Course Title:

Please suggest how to abbreviate the course title for use in transcripts, the on-line schedule, etc. The abbreviation may not exceed 30 characters, including spaces. Thirty cells are provided; please enter at most one character or space per cell. It is not necessary to abbreviate course titles that already have 30 or fewer characters.

4. College: | Choose from drop-down menu | If "Other," please specify here: | | .

5. Desired Term and Year of Implementation: | Choose from drop-down menu |, 20??

6. Why is this course being proposed? | Delete this text and replace with a rationale |

7. Has this course been previously offered as a topics course? | Choose from drop-down menu |
    If so, please specify the course number of the topic, and when it was most recently offered: | | .

8. Is course also being proposed for General Education credit? | Choose from drop-down menu |

If yes, the course will be reviewed separately at the University level by the UCC for approval as a course, and by the GEC for GE certification.

9. Is this a generic course? | Choose from drop-down menu |

A generic course is the "container" for special topics courses or the "umbrella" under which an individual topic courses can be offered. The title of a generic course is generally something like "Special Topics in ABCDology." The generic course appears in the catalog, whereas the more detailed descriptions for individual topics are posted together with the Class Schedule. Because the generic course is just the vehicle for offering particular topics (which are separately proposed via a Form T, once the generic course has been created), it cannot be submitted for GE certification, and it is understood that there is no syllabus or student learning outcomes for the generic course. Individual topic proposals may be considered by the GEC for GE certification and syllabi and SLOs will be required on the proposal forms for individual topics.

10. Number of Units: | Delete this text and replace with a number or a range |

Most courses are for a fixed number of units (3 or 4), but variable-unit courses can also be proposed (e.g., 1-4). A convention from the old CoAS is to avoid creating variable-unit supervision courses, by instead creating different versions (e.g., BRS 495A, 495B and 495C to differentiate between the 1-unit, 2-unit and 3-unit offerings). See the separate notes on "Instructional Mode Conventions Used at Cal State San Marcos," posted on the Curriculum Forms webpage for further details related to units in supervision courses.

11. Course Description: This has two parts: the plain text portion which explains the content and the italicized text portion, which explains special conditions [see Registration Conditions in #12, below].

| Delete this sentence and type the "Plain text" portion here. |

| *Delete this sentence and type the "Italicized text" portion here; leave blank if there is no italicized text.* |

"Plain text" portion: The primary purpose of the course description is to explain what is covered in the course. It is useful to keep in mind two audiences: students trying to determine whether they want to take this course and someone from outside the University who is trying to understand what was covered in a course appearing on a student transcript. The explanation of course content should not exceed 80 words, should avoid the use of abbreviations, jargon, slang, copyrighted names or trade names, and should avoid stock phrases such as "This course covers" and "A study of," etc. It *is* acceptable to use sentence fragments. To avoid confusion with topics courses, synonyms for the word "topics" (i.e., subject

253 matter, areas of study, themes, issues, etc.) should be used, reserving the word "topics" for generic (i.e., variable-topics) courses. Look at the
254 catalog for examples of course descriptions.
255 *"Italicized text" portion*: In order, this should consist of (if/as needed):
256 • Any special conditions concerning the manner in which the course will meet. For example:
257   o Course meets for more hours each week than units of credit because it contains a laboratory or activity period
258   o Course requires attendance at out-of-class events/activities/field trips
259   o Instruction is delivered in a language other than English
260 • Graded Credit/No Credit (if the Grade Mode requested in #17 is CR/NC or CR/NC w/RP)
261 • Rules for repeating the course for credit (if the answer to #14 is yes) or if the department wishes to limit the number of times that a student
262   can register for the course. Please use one of the following standard construction, replacing *M* by the appropriate number:
263   o [If there is no limit on repetitions.] *May be repeated for credit.*
264   o [If there is a limit on repetitions.] *May be repeated for a total of M units.*
265   o [If there is a limit on a collection of related courses.] *Together with (list other courses) may be repeated for a total of M units.*
266   o [For generic courses] *May be repeated for credit as topics change.*
267   o [For generic courses] *May be repeated for a total of M units as topics change.*
268 • Any special registration conditions. For example, to control the number of times that students may register to take the course, use the
269   following statement: *Students who have remained in this course past the add/drop deadline N times may not register for it an N+1ˢᵗ time.*
270
271 12. Registration Conditions. Fill in all that apply.
272 (Registration conditions should appear at the end of the course description in italics.)
273   a. Prerequisite(s): ☐ .
274   b. Corequisite(s): ☐ .
275   c. Co/prerequisite(s): ☐ .
276   d. Enrollment Restriction(s): ☐ .
277   e. Enrollment Requirement(s): ☐ .
278   f. Recommended Preparation: ☐ .
279 Registration Conditions enforced by PeopleSoft:
280 a. Prerequisites: Specific courses which must be taken before enrollment is permitted. It is possible to specify a minimum grade in the
281   prerequisite.
282   o If the prerequisite simply reads "ABC 321," then students who are currently enrolled in ABC 321 may register for the course
283   during the priority reservation period – which takes place in the prior semester.
284   o If the prerequisite reads "ABC 321 with a minimum grade of C (2.0)," then the default setting in PeopleSoft is to allow students
285   who are currently enrolled in ABC 321 to register.
286   o If the prerequisite reads "ABC 321 with a minimum grade of C (2.0)," and the intent is to not allow students to register until a
287   grade of C or better has been posted in PeopleSoft, then please include the phrase "Exclude in-progress credit" in #12a (but not
288   in the italicized portion of #11).
289 b. Corequisites: Specific courses which must be taken simultaneously with the course.
290 c. Co/prerequisites: Specific courses which must either be taken simultaneously with the course, or must have been previously completed.
291 d. Enrollment restrictions: Usually of the form "Enrollment restricted to ABCD majors", "Enrollment restricted to students with senior class
292   standing," or "Enrollment restricted to students who have obtained consent of the instructor," etc.
293 Registration Conditions enforced by the instructor, not PeopleSoft:
294 e. Enrollment requirements: Often these have the same format as prerequisites, but these are enforced by the instructor (or department) and not
295   by PeopleSoft.
296 Unenforceable registration conditions:
297 f. Recommended preparation: Courses which are recommended but not required to be taken before enrolling in the course.
298
299 13. Is Consent Required for Enrollment? Choose from drop-down menu
300
301 14. a. May the course be repeated for graduation credit? Choose from drop-down menu
302   b. If directed in part a to complete the second part of this item, explain how the course material
303   changes significantly from offering to offering so that students should receive credit for repeating the
304   course: ☐ .
305
306 15. Is this course cross-listed with any other course? Choose from pull-down menu If "Yes," please identify
307   here any cross-listings besides those already given in item #1: ☐ .
308 It is recommended that, if possible, both courses should be given the same number. Generally speaking, courses should only be cross-listed with
309 courses of the same level (e.g., 300-level courses with 300-level courses). The exception to this general rule is cross-listing at the lower-division
310 level where 100-level and 200-level courses may occur. Note that if one course is undergraduate (below 500-level) and the other is graduate
311 (above 400-level), then this situation is an example of dual-listing, not cross-listing; see item #16.
312
313 16. a. Is this course part of a dual-listing of an undergraduate course? Choose from drop-down menu
314 Dual listing is only allowed between upper-division and graduate courses offered in the same department with similar course content . The titles
315 and descriptions of the two courses must reflect the similarity of the subject matter. Dual-listed courses may not be cross-listed; the following
316 types of courses may not be dual-listed: thesis, creative work, internship, special project, topic, directed reading, research and independent study.
317 The dual-listed courses must meet in the same classroom at the same time and have the same instructor. Dual-listed course pairings normally

318 consist of one 400-level and one 500-level course. The only permitted exceptions to this pairing are 400-level with 600-level and 300-level with
319 500-level; exceptions require a strong rationale and should be granted only rarely and under extreme circumstances. The course descriptions must
320 indicate that the courses can be dual-listed. The descriptions must specify that if one of the dual-listed courses is completed for credit, the other
321 one may not be taken for credit at a subsequent time, unless approved by petition to the graduate program coordinator.

322   b. If the course is being proposed for dual-listing, explain why the dual-listing is necessary and the higher
323   expectations to which students will be held in the graduate version: ☐ .
324 At the time of the review of the dual-listing, syllabi for both courses complete with course descriptions, course readings and activities, and
325 Student Learning Outcomes (SLO) will be submitted to all curriculum committees as support for the dual-listing. Examples of greater
326 expectations may include that graduate students show development of independent critical judgment and evaluation of course material, and that
327 graduate students present the evidence of their original critical analysis. Examples of additional assignments might include significant research
328 papers, oral presentations of research on course assignments, and/or the demonstration of more sophisticated laboratory or studio skills than those
329 required of students in the undergraduate course.
330

331 17. Grading Basis: | Choose from drop-down menu |
332

333 18. If either "Graded RP" or "CR/NC w/RP" is requested, explain the need for this grading basis): ☐ .
334 RP grading symbol is intended for use in situations where the coursework is expected to extend beyond the end of the semester. Common
335 examples are thesis courses.
336

337 19. Should a final exam period be scheduled for this class? | Choose from drop-down menu |
338

339 20. Mode of Instruction Use pull-down menus to replace each "??" in the central column with a number, and to select either an
340 instructional mode or a blank in the last column

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Primary Lecture	??	Choose from pull-down menu
Second Lecture (for courses with "breakout sections")	??	Choose from pull-down menu
Activity	??	Choose from pull-down menu
Lab	??	Choose from pull-down menu
Other (seldom used) instructional modes	??	Choose from pull-down menu
Total	??	

341   Or

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Supervision	??	Choose from pull-down menu

342 Note that a course may not combine lecture/activity/lab units with supervision units. See the notes on "Instructional Mode Conventions Used at
343 Cal State San Marcos," posted on the Curriculum Forms webpage for further details. Note that since the different lecture and activity modes have
344 exactly the same credit:time:workload ratios, the pull-down menus in those categories show the common default values used by the campus.
345

346 21. (Skip this item if the answer to #9 is Yes.) Student Learning Outcomes (SLOs)
347 | Delete this text and replace with the SLOs or (if the answer to #9 is Yes) N/A |
348 These should be phrased in terms of what students will know and be able to do at the end of the course. A standard format is, "Students who
349 successfully complete this course will be able to [list student learning outcomes]." Generally speaking, more advanced courses should describe
350 SLOs in terms of higher-order (according to Bloom) cognitive skills (see www.uni.edu/chfasoa/bloom.htm). SLOs should be phrased using
351 concrete action verbs that allow the instructor to determine the extent to which students achieve the SLO (see
352 www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf for lists of
353 action verbs arranged according to the taxonomy). For courses that are requirements or electives in a major, it is desirable to connect the course
354 learning outcomes to the programmatic learning outcomes.
355

356 22. Attached supporting documentation includes | Choose from pull-down menu |
357 When a detailed course outline or syllabus is provided, these should contain (i) a list of the specific subject material to be covered, (ii) a tentative
358 reading list, (iii) a list of the major assignments/activities that students will complete (including how the All-University Writing Requirement will
359 be met), and (iv) a grading scheme indicating what will form the basis of student grades.
360

361 23. Is this a Service Learning Course? | Choose from drop-down menu |
362 See the Community Service Learning Courses policy on the Policies and Procedures webpage for the definition of a Community Service
363 Learning (CSL) course at CSU San Marcos. For a course to qualify for designation as a Community Service Learning course, at least 15% of the
364 student's grades will be based on the community service learning portion of the course. It is suggested that the service consist of at least 20 hours
365 of direct, academically-relevant community service.

24. How often will this course be offered once established? Choose from pull-down menu

25. Will there be any special fees associated with this course: Choose from pull-down menu If "Yes," please specify here: ☐ .

26. Will this course be <u>required</u> in any major, minor, certificate or graduate program? Choose from pull-down menu If "Yes," please specify here: ☐ , and submit this course form together with a program proposal (P) or program change (P2) form(s).

27. Will this course be <u>an elective</u> in any major, minor, certificate or graduate program? Choose from pull-down menu If "Yes," please specify here: ☐ .

If this course will be an elective in a <u>new</u> program, it should be submitted together with the program proposal (P) form for that program. To have this course recognized in the next catalog addendum as an elective in an <u>existing</u> program, it is necessary to submit a program change (P2) form. If no P2 form is submitted, it will be the responsibility of the program to request that this course be included in the next catalog printing when it reviews the draft catalog copy.

28. Does this course affect other discipline(s)? Choose from pull-down menu

A course proposal has "impact" on another discipline if it is cross-listed with a course in that discipline, if it will be taken by students majoring/minoring in that discipline, or if it deals with subject material that is also covered in that discipline. If there is any uncertainty as to whether a particular discipline is "impacted," check "yes" and obtain signature noting support or opposition. Any objections should be stated in writing and attached to this form.

Discipline: ☐

Signature _____ Support ☐ Oppose ☐ Date _____ Statement Attached ☐

Discipline: ☐

Signature _____ Support ☐ Oppose ☐ Date _____ Statement Attached ☐

Discipline: ☐

Signature _____ Support ☐ Oppose ☐ Date _____ Statement Attached ☐

Discipline: ☐

Signature _____ Support ☐ Oppose ☐ Date _____ Statement Attached ☐

Add additional lines as needed.

Proposal Signatures:

By signing this course proposal, the originator and Department Chair/Program Director (or equivalent) indicate that they understand that course materials need to be provided to IITS/ATS at least one month before being offered for the first time to ensure that course content, including instructional materials and instructional websites, are designed in a manner that incorporates accessibility. (See CSU Coded Memorandum AA-2009-19.)

1. Originator: Print name here   Signature _____ Date _____

2. Program Director/Department Chair (or equivalent)   Signature _____ Date _____

413
Approval Signatures:
415
416   3. College Curriculum Committee   Signature _____   Date _____
417
418   4. College Dean (or Designee)   Signature _____   Date _____
419
420   5. UCC Committee Chair   Signature _____   Date _____
421
422   6. Provost/VP for Academic Affairs (or designee)   Signature _____   Date _____
423

Academic Senate 2012-2013
Faculty Grants Committee -- Annual Report

Members: Ann Fiegen, *Library 12-13(Chair);* Alyssa Sepinwall*, at large 12-14*; Ludmila Matiash, *Lecturer* 11-13; Qi Sun, *11-F12 (*Raj Pillai *Spring 13*), *CoBA*; Salah Moukhlis, *CHABSS-A&H 11-13*,vacant Sp 13; Pamela Stricker, *CHABSS-S&BS* 11-13; Todd Astorino*, CEHHS*, 12-13; *CSM, vacant*; Gerardo Gonzales, *AVP-Research* (*ex-officio)*;

Scope:

The Committee prepares a call, leads a Faculty Center sponsored workshop, and reviews and recommends grant proposals for University Professional Development grants (UPD). Chancellor's office funds for the Research, Scholarship, and Creative (RSC) Activity Grant program were not available for 12/13. The process is administered and supported by the Office of Graduate Studies and Research.

The committee met twice this fall to revise and send out the call for proposals, facilitates a faculty grant proposal workshop in early spring, and meets 4 times in spring to review and recommend proposal awards to the Dean of Graduate Studies and Research.

Accomplishments:

Thanks to the Office of Graduate Studies and Research the UPD/RSC grant submission process is paperless. Links to the call and proposal submission are on the Faculty Research page of the Office of Graduate Studies and Research website, as well as links off the Faculty Center website. The Committee uses a Cougar Community Courses managed by Graduate Studies and Research.

Proposals were due a few weeks into the spring semester (due Feb 18th). A review period for College Deans was built into the schedule which replaces the "dean's signature" requirement. The Committee led a Faculty Center UPD proposal writing Workshop Feb 5, from 12-1 attended by 9 faculty. The Committee reviewed 38 proposals totaling $180,378.30 in requests for funds. The Committee recommended 21 proposals for awards totaling approximately $75,000 the approximate UPD limit for 2012-2013.   One committee member submitted a proposal, report on the status of that proposal is pending notice.

Challenges:

The Committee appreciates the support of the President and Provost for the Professional Development Grants but has serious concerns that the chancellor's office withholds research funding for the Research and Creative Activity Grants. This action puts the research process in jeopardy for assistant and associate faculty seeking tenure and promotion and significantly limits opportunities for full faculty.

Recommendations:

1. A comprehensive report of internal research funds available to faculty within colleges and departments across campus would provide a better picture of equity of opportunity for all levels of faculty and serve as resource for faculty searching for different funding sources.
2. The Committee had scheduling challenges this year again. Having representatives from all colleges on the committee is critical for adding a discipline perspective to committee deliberations. Recommend that the Committee consider a published standing time so those volunteers know in advance what their commitment will be.
3. The Committee recommends that the colleges, Faculty Center and grant writers increase mentoring for faculty submitting proposals.