

JOINT ACADEMIC SENATE MEETING

Wednesday, May 1, 2013

1 – 2:50 p.m. (approx.)

Commons 206

- I. Approval of agenda
- II. Approval of minutes of April 24th meeting
- III. Chair's report: [Jackie Trischman](#) Introduction of newly elected senators; LAMP update
- IV. [President](#)'s report: Karen Haynes
- V. Interim [Provost](#)'s report: Graham Oberem
- VI. [ASU](#) report: Cipriano Vargas
- VII. [ASCSU](#) report: [Brodowsky/Meilich](#)
- VIII. [CFA report](#): [Garry Rolison](#)
- IX. [Standing Committee](#) reports: *written year-end reports are attached*
- X. 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
- XI. Action items *These are items scheduled for a vote, including second reading items.*
 - A. GEC Grade minima policy for GE courses in the "Golden Four"
 - B. BLP/UCC SoE Dual Language certificate proposal
 - C. BLP/UCC Son Palliative Care certificate proposal
 - D. BLP/UCC CoBA MBA stackable certificates proposal
 - E. APC Winter intersession policy
 - F. APC Resolution: Priorities for classroom assignment
 - G. UCC Course proposal ("C") form revision
 - H. Resolution on opposition to planned structure of Office of Community Service Learning
- XII. Discussion items *A suspension of the rules is requested for each of the following items.*
 - A. FAC University RTP policy revision (EC has acted)
 - B. BLP/UCC SoE Global teacher studies & prep certificate proposal (EC has acted)
 - C. EC Resolution honoring the contributions of our distinguished senator and faculty
Steven C. Welch (pending EC action) *Time certain 2 pm*
- XIII. Senators' concerns and announcements
- XIV. Passing of the gavel
- XV. Adjournment

Thank you for a terrific year, Senators!

CONSENT CALENDAR

UCC Course & Program Change Proposals

SUBJ	No.	New No.	Course/Program Title	Form	Originator	Rec'd AP	To UCC	Action
CIS	490		Project Management & Practice	C-2	Shaun-Inn Wu	12/3/12	1/18/13	4/29/13
CS	511		Intro to Bioinformatics	C	Ahmad Hadaegh	12/3/12	1/18/13	4/29/13
CS	512		Intro to Data Mining	C	Ahmad Hadaegh	12/3/12	1/18/13	4/29/13
CS	575		Machine Learning Systems	C	Shaun-Inn Wu	12/3/12	1/18/13	4/29/13
CS	612		Data Mining in Bioinformatics	C	Ahmad Hadaegh	12/3/12	1/18/13	4/29/13
CS	614		Algorithms in Bioinformatics	C-2	Ahmad Hadaegh	12/3/12	1/18/13	4/29/13
CS	677		Development of Intelligent Tutoring Systems	C	Rika Yoshii	12/3/12	1/18/13	4/29/13
CS	698		Master's Research Project6	C-2	Shaun-Inn Wu	12/3/12	1/18/13	4/29/13
EDUC	P-2		Wikis, Widgets and Web Certificate	P-2	Joan Hanor	1/22/13	1/29/13	4/29/13
EDMI	661		The Young Adolescent Learner	C	Erika Daniels	1/18/13	1/30/13	4/29/13
EDMI	662		Middle Level Curriculum, Instruction & Assessment	C	Erika Daniels/ Rong-Ji Chen	1/18/13	1/30/13	4/29/13
GESS	101	LBST 100	Order and Change: Multiple Perspectives I	C-2	Jocelyn Ahlers	4/2/13	4/5/13	4/29/13
GESS	102		Order and Change: Multiple Perspectives II	D	Jocelyn Ahlers	4/2/13	4/5/13	4/29/13
GRMN	390	410	Topics in German Literature	C-2	Marion Geiger	2/15/13	2/18/13	4/29/13
ID	395		Independent Study	C	Linda Pershing	4/2/13	4/5/13	4/29/13
ID	401		Advanced Topics in ID Studies	C	Linda Pershing	4/2/13	4/5/13	4/29/13
ID	495		Advanced Independent Research	C	Linda Pershing	4/29/13	4/29/13	4/29/13
MASS	424	VSAR 424	Media Genre	C-2	Minda Martin	3/8/13	3/8/13	4/29/13
MASS	457	VSAR 457	Digital Studio Production	C-2	Minda Martin	3/8/13	3/8/13	4/29/13
PSYC	P-2		B.A. in Psychology	P-2	Marie Thomas	4/2/13	4/5/13	4/29/13
PSYC	550		Proseminar in Social/Per-sonality Psychology	C-2	Miriam Schustack	2/4/13	2/14/13	4/29/13
PSYC	552		Proseminar in Develop-mental Psychology	C-2	Miriam Schustack	2/4/13	2/14/13	4/29/13
PSYC	554		Proseminar in Cognitive Psychology	C-2	Miriam Schustack	2/4/13	2/14/13	4/29/13
PSYC	556		Proseminar in Comparative Physiological Psychology	C-2	Miriam Schustack	2/4/13	2/14/13	4/29/13
PSYC	558		Proseminar in Counseling/ Clinical Psychology	C-2	Miriam Schustack	2/4/13	2/14/13	4/29/13
SOC	418		Domestic Violence Prevention & Intervention	C	Darlene Pina	12/6/12	1/22/13	4/29/13

**GEC: Resolution in Support of ASCSU's Resolution on the Grade Minima for
CSU General Education Courses in the "Golden Four"**

WHEREAS, in 2011, the Academic Senate for the California State University passed a resolution supporting the increase of the minimum grades to a C, and

WHEREAS, the current CSUSM policy 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 minus, and

WHEREAS, the California State University currently requires that transfer students complete a minimum grade of C in the "Golden Four," it is

RESOLVED, that the GEC recommends the formation of a task force to examine the potential impact of raising the minimum grade to a C for B₄ courses, and be it further

RESOLVED, that this task force focus its efforts on discovering strategies that will help 80% or more of the students in B₄ courses meet the minimum passing grade of C, and be it further

RESOLVED, that this task force report its findings by the end of Academic Year 2013/14 to the Academic Senate.

Golden Four Grade Minimum Task Force

Membership to include:

One faculty representative from the Mathematics Department
One faculty representative from Computer Science Department
One faculty representative from the General Education Committee
Faculty coordinator of the General Education Writing Program
One representative from College of Science & Math Dean's Office
AVP for Academic Programs
One representative from the Graduation Initiative Steering Committee
One representative from Student Affairs

Charge:

The task force will investigate the potential impact to departments and the university of offering B₄ general education courses if the minimum passing grade were raised to a C (instead of a D minus). In particular the task force should examine:

- Other models, both within (e.g., GEW) and without CSUSM, of programs that have successfully enhanced student proficiency in a general education area
- Financial and resource implications of strategies that could increase student proficiency in B₄ courses
- Implications of the change for graduation and retention rates
- Strategies for avoiding the potential for grade inflation in B₄ courses
- Implications of the change for lecturers and tenure-track faculty at the ranks of Assistant and Associate Professor

The committee will report its findings to the Academic Senate by the end of academic year 2013/14.

Grade distribution for the Golden Four Courses, all currently enrolled students

Row Labels	C thru A	C-	D+	D	D-	F	I	IC	RD	RP	U	W	WU	Grand Total
A1 GEO 102	94.9%	0.9%	0.5%	0.8%	0.1%	1.5%						0.7%	0.6%	4582
A2 GEW 101	88.5%	1.2%	1.0%	1.8%	0.4%	4.2%				1.0%		0.9%	1.0%	4925
A3	92.2%	1.6%	0.9%	1.5%	0.5%	2.2%						0.8%	0.3%	5025
A3 LTWR 115	91.0%	1.4%	1.4%	1.9%	0.2%	1.4%						1.0%	1.7%	420
A3 PHIL 110	91.6%	1.9%	1.0%	1.4%	0.6%	2.4%						0.9%	0.1%	3854
A3 PSYC 110	95.7%			1.9%		1.3%						0.3%	0.8%	750
B4	71.9%	3.5%	1.5%	8.2%	1.2%	12.8%						0.6%	0.1%	6811
B4 GEM/MATH 100	81.9%	4.9%	1.3%	5.3%	1.0%	5.6%								304
B4 MATH 115	69.4%	4.3%	1.4%	9.7%	1.5%	13.7%								2940
B4 MATH 125	74.7%	2.1%	1.5%	8.0%	0.4%	13.2%	0.1%							1052
B4 MATH 132	73.4%	2.5%	2.5%	7.6%	1.6%	12.1%		0.2%	0.1%					1109
B4 MATH 160	62.1%	4.1%	1.8%	7.4%	1.5%	19.0%						4.1%		852
B4 MATH 200	92.1%	2.1%	1.1%	0.5%		3.2%						1.1%		190
B4 MATH 212	83.2%	2.7%		6.0%		3.8%						1.4%	2.7%	364

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.

Potential Impact on Other Programs: No signatures from other programs are indicated on the P-form.

Report from UCC:

For the complete curriculum associated with this proposal, visit the Curriculum Review website under COEHHS, lines 133-137:

http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2012-13_curriculum.html#COEHHS

Proposed Catalog Language for the Dual Language Certificate

The local Dual Language Certificate issued by the School of Education is designed for educators to meet the growing need of dual and multilingual education at local, national and international levels. The certificate program examines a variety of school-based models: One-Way (foreign/second language immersion programs), Two-Way (bilingual immersion programs), Developmental (maintenance bilingual programs), and Revitalization of Indigenous Languages programs. The certificate will offer candidates, teachers and school administrators an opportunity to better understand the theoretical principles, research, and instructional practices of teaching and learning in dual language immersion settings. The scope of the certificate includes 12 units of coursework (4 courses) that examines the program goals, instructional strategies, assessments, curriculum, needs of diverse populations, cross-cultural competence, leadership, and advocacy. The local Dual Language Certificate is a program within the Master's of Arts (MA) in Education – General-Option Program.

- The four (4) courses are offered at the MA-level so that candidates completing the DL program can apply their courses towards a Master's of Arts in Education – General-Option Program – a 30-unit degree program.
- Candidates can complete the local DL Certificate coursework in two to four semesters.
- The DL Certificate courses will be offered *fully online* in order to include a wider representation of candidates from various communities. Students must have access to a computer with camera and audio. Students must obtain a minimum passing grade of B- in each of the required DL courses and maintain a cumulative GPA of 3.0 in all coursework.
- The final portfolio is an online submission in which candidates write a narrative reflecting upon how s/he has met the DL Certificate Learning Outcomes and attach assignments and graded rubrics from the courses they completed as evidence.

Student Learning Outcomes

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

- content instruction in the primary and second language to native speakers and English Learners
- curriculum development, program assessment, and inclusion of students with special needs or struggling learners
- data-informed instruction and assessment of linguistically diverse students
- cross-cultural competence for students and implications for educational leadership in diverse societies

Courses Required:

EDUC 656 3 units

EDUC 657 3 units

EDUC 658 3 units

EDUC 659 3 units

Program Total: 12 units

New Courses being approved together with this Certificate:

EDUC 656 Principles of Dual Language & Multilingual Education

EDUC 657 Cross-Cultural Competence for Educ. Leadership in Diverse Societies

EDUC 658 Practices and Strategies for Bilingualism/Multilingualism Development

EDUC 659 Curriculum Development, Program Assessment, and Inclusion for Dual 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

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.

new Palliative Care Institute all have qualified professionals on staff who are available to contribute to this program (email from Denise Boren, March 13, 2013). All instructors who will teach courses are doctoral or master's prepared nurses, experienced and certified in the palliative care specialization. *Space:* Since the P-form focused on facilities available to the School of Nursing in the SMACC building across the street from campus, BLP requested an update on the program's space needs in light of the School's anticipated move to University Hall in 2015. According to School of Nursing Director Denise Boren, they will increase the current capacity of the "skills lab" from 6 to 10 beds, of the "simulation center" from 3 to 4 rooms, and "exam rooms for Nurse Practitioners" (from 1 to 4). The new facility will have a computer lab to facilitate distance learning with the Temecula site, a conference room, and a "multipurpose room" (email from Denise Boren, March 13, 2013).

Dr. Boren's March 13 email also referred to "a designated computer lab." In response to follow-up questions from BLP, it is anticipated that NURS will have priority scheduling for U-Hall 270 (a PC lab) (email from Bill Ward, March 26, 2013). According to IITS, this is currently one of just 2 PC labs that can accommodate classes of 45 students; it will be imperative that IITS be provided funding to establish and maintain sufficient computer lab space for classes in other programs. This may also affect the scheduling of other classes, as remaining computer lab space may be tighter in the M-R 9 a.m.-2 p.m. windows. Past practice has required that courses offered through self-support programs are scheduled only after all "stateside courses" have been assigned classroom space; APC is currently looking into whether a standard policy along these lines should be developed, and we urge that any such policy should be in place before NURS's move to the main campus.

Staff: This program is distinct from the CSU's new Institute for Palliative Care. All staff support, including advising services and staff support needed to administer clinical placements, must be funded and staffed by Extended Learning. The P-form indicates that the primary limit on enrollment will be the "availability of clinical placements for the students" (P-form, p. 3). It is imperative that Extended Learning accurately project such staff support expenses in calculating the student tuition/fee structure. The School of Nursing has both a full-time and part-time Clinical Placement Coordinator; the part-time coordinator will do clinical placements for the Nurse Practitioner and Clinical Nurse Specialist programs.

Library: The Library's existing database subscriptions will go far in meeting the program's needs. However, the Library and EL are working through a new agreement to support the purchase of appropriate monographs necessary to this specialized field.

IITS: Per 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)," and "Added contract services are paid separately." While the P-form does not specify that online instruction will be integrated into the program, IITS's report detailed points that the School of Nursing faculty should consider as they begin to offer the new proposed courses and that must be factored into any MOU with Extended Learning.

Report from UCC: In April, after careful review and extensive discussion with the originators and among UCC members, UCC approved a [Palliative Care Certificate Program](#) Post Master of Science in Nursing together with 12 new courses. Palliative Care Certificate Program trains nursing professionals in the principles and practice of palliative care. This program is self-support and an important component of the CSU Institute for Palliative Care at CSUSM, a first statewide educational and workforce development initiative in palliative care. The program requires completion of 23 to 32 units depending on the courses taken by the students in the MSN program. Those students that graduate from another Advanced Practice Nurse specialty program offered at CSUSM will need to complete 23 units. Others may be required to take up to 32 units of course work.

For the complete curriculum associated with this proposal, visit the Curriculum Review website, under COEHHS, lines 108-120:
http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2012-13_curriculum.html#COEHHS

**Proposed Catalog Language for the:
Palliative Care Nurse Practitioner Certificate and
Palliative Care Clinical Nurse Specialist**

Note: This catalog copy shows new certificates in the context of the four already existing post-master's certificates.

Clinical Nurse Leader (CNL) Certificate
Clinical Nurse Specialist (CNS) Certificate
Family Nurse Practitioner (FNP) Certificate
Family Psychiatric Mental Health Nurse Practitioner (PNP) Certificate
Palliative Care Nurse Practitioner Certificate
Palliative Care Clinical Nurse Specialist Certificate

The Post Master of Science in Nursing (MSN) certificate is awarded to students who complete up to 38 units of study, depending on the certificate, gap analysis findings of courses needed, and applicable courses in the students MSN program. Applications from students who hold a master's degree in nursing will be reviewed individually to determine the courses needed. These certificate programs are eligible for financial aid.

Admission and Application Requirements

Admission to the Post-MSN certificate program requires a master's degree in nursing from a Commission on Collegiate Nursing Education (CCNE) or National League of Nursing (NLN) accredited program, a minimum GPA of 3.0, and a copy of a State of California RN license.

Students should have computing skills sufficient to complete post-graduate work including word processing, PowerPoint, and ability to use the internet for research of the best evidence for practice.

Special Requirements

Students in the nursing program must pass a physical health examination, and demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies.

The academic advisor for the School of Nursing, working with the Office of Disabled Student Services, will assist students to determine what accommodations will be required for students to meet the standards of our program.

A complete application consists of:

- a completed application form;
- one set of official transcripts from colleges and universities attended with indication of a MSN degree;
- proof of licensure as a registered nurse in California;
- a reference list of two person's qualified to assess the applicant's potential to succeed as a post-graduate student, including one nursing faculty in the student's MSN program; and
- a resume or curriculum vitae.

Applicants will be admitted annually. To be considered for admission, all required applications should be received by March 1. Review of applications will continue until all the openings have been filled. Applicants are notified of admission decisions following this process.

Core Courses

For all certificates, the following core courses are required:

	Units
NURS 502	2
NURS 503A	1
NURS 504	3
NURS 506	3

Clinical Nurse Leader (CNL) Certificate

	Units
NURS 550	3
NURS 552	3
NURS 554	3
NURS 556	3
NURS 557	3
NURS 558	3
NURS 559	3
NURS 598A	1
NURS 598B	2

NURS 598B is the culminating experience – the CNL Immersion Project.

Clinical Nurse Specialist (CNS) Certificate

	Units
NURS 540	2
NURS 532A	3
NURS 533A or 533E	3
NURS 534A	2
NURS 535A or 535E	3
NURS 539	6
EDUC 608	3
NURS 598A	1

For Pediatric CNS specialty:

NURS 520	2
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For Adult/Gerontology specialty:

NURS 560	2
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For Advanced Public Health specialty:

NURS 512	2
NURS 514	3

Family Nurse Practitioner (FNP) Certificate

	Units
NURS 540	2
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

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

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

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

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

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

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

New courses being approved together with the two new certificates:

NURS 532C	Advanced Concepts of Palliative Care Nursing Across the Lifespan in Acute Care
NURS 533F	Advanced Field Study: Advanced Mgmt of Palliative Care Clients Across the Lifespan in Acute Care - NP
NURS 533G	Advanced Field Study: Advanced Mgmt of Palliative Care Clients Across the Lifespan in Acute Care - CNS
NURS 534C	Advanced Concepts of Palliative Care Nursing Across the Lifespan in the Community
NURS 535F	Advanced Field Study: Advanced Mgmt of Palliative Care Clients Across the Lifespan in the Community - NP
NURS 525G	Advanced Field Study: Advanced Mgmt of Palliative Care Clients Across the Lifespan in the Community - CNS
NURS 539F	Advanced Palliative Care Externship - NP
NURS 539G	Advanced Palliative Care Externship - CNS
NURS 542	Current Topics in Total Pain Management
NURS 544	Palliative Care for Special Populations
NURS 546	Loss, Grief, and Bereavement
NURS 548	Self-Assessment, Self-Awareness, and Self-Care

BLP/UCC: CoBA stackable certificates

Report from BLP: To assist members of the Academic Senate in their consideration of program proposals, BLP reviews P-forms to assess enrollment prospects as well as likely resource implications of launching a proposed program. We thank Dr. Mohammad Oskoorouchi, the proposer, and the leadership from Extended Learning for their timely responses to our questions and our feedback.

Overview: This program is conceived as contributing new options to the existing MBA program. The “stackable certificate program” proposed here would allow a new pool of MBA students to complete successive segments that would eventually lead to an MBA. The two options contained in this proposal are the “Business Intelligence (BI)” and “International Business (IB)” options. This program is distinct from the existing MBA program: the existing MBA runs through state support and requires that students have at least 3 years of professional experience to be eligible for admission. The new options will be run as a separate, self-support MBA program through Extended Learning; these options are designed to attract recent college graduates from fields outside of business. And, unlike the current MBA program, no professional experience is required for admission to these new options; instead, the new options are intended to be marketed heavily among international students.

The program consists of “three discrete, stackable phases known as the Foundation, the Core, and the Specialization,” which allows students “three entry and exit points into and out of the program” (P-form, p. 2). This program is envisioned as a year-round program, with many courses being run through 5-week Special Sessions. The “Foundation” courses will be offered in the summer, and some “Core” courses will be offered in early January. The third of the three certificates contributing to the MBA would require students to fulfill 12 units of specialized instruction (currently Business Intelligence or International Business, although additional specializations may be developed later).

Program Demand: The P-form discusses 3 target populations for the new MBA options: 1. recent Business graduates; 2. non-Business graduates “seeking business education for career advancement into management level assignments” ; and 3. International students (P-form, p. 1). At BLP's request, additional information on demand for MBA programs was provided; these data focused on national trends rather than CSUSM's unique program, but they are available on BLP's web page. This additional report indicated that MBA programs are still able to recruit applicants even while the economy appears to be improving; the report points particularly to demand among students from China and India, two countries targeted for recruiting for CSUSM's new program.

Delivering a self-support program requires 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. According to the draft budget provided by Extended Learning and available on BLP's web page, students in this program will pay tuition of \$700/unit, in addition to standard campus fees for EL students.^{3,4} Further, the International Business option will require that students spend time abroad, which will of course result in additional expenses.⁵

Resource Implications:

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).

Faculty: No new tenure-track faculty hires are anticipated for this program; all current CoBA tenure-track faculty are listed in the P-form as potential contributors to the new MBA options. Tenure-track faculty currently may be assigned to teach self-support courses 1) as overload assignments (up to a limit of 25% of their regularly stateside salary); 2) as part of their regularly assigned teaching load; or 3) as "buy-outs" from existing faculty obligations. Individual faculty participating in the program may currently choose how to participate in the program.

When asked by BLP about whether the new self-support MBA options might negatively impact the staffing of the existing (stateside) MBA program, Dr. Oskoorouchi replied (in an email from 4/7/13),

To be honest we already have problems staffing the current MBA Program as it is a weekend program and requires certain expertise. Most of our Accounting courses are taught by lecturers who are TT at other institutions. This is an issue that CoBA needs to address in the long run. However, I don't believe the new program would have anything to do with it. We have a policy on overload teaching, which puts a 12-unit cap on the number of units a TT faculty can teach on overload including EL and summer stateside. Those faculty who would like to teach on overload they have already maxed out their quota through summer school and other CoBA's self support program. The new program will attract faculty who would like to teach MBA level courses but have not been participating so far due to weekend schedule (regular load teaching) and faculty who have not been teaching on overload because they spend summer on research (overload teaching).

The program's draft budget (developed by Extended Learning, and available on BLP's web page) anticipates an entering cohort of 35 students in Year 1, potentially growing to cohorts of 60 students by Year 4. Dr. Oskoorouchi anticipates that cohorts will NOT be broken into multiple sections but will instead be provided instruction through larger classes (email from Dr. Oskoorouchi, 4/7/13). EL's pay scale establishes that larger classes will require that instructors be hired at a higher salary and that they may be eligible for Teaching Assistants (TA's).

MBA Director Support: Extended Learning's draft budget includes \$36,000/year for assigned time for the Faculty Program Director. While the MBA Director currently receives 8 units of assigned time each year, the new options will fund 18 units of assigned time for this position (at \$2,000/unit). This in effect will allow the self-support MBA options to underwrite the MBA Director's position.

Staff: EL's draft budget includes a part-time position for career advisor. COBA and Extended Learning need to make explicit their understanding of the staffing support needed to handle the schedule-building, degree advising, and other duties inherent in running such a program.

Library: Under EL's draft budget (posted on BLP's web page), the Library will receive 1% of the tuition revenue. The estimate for Year 1 is \$10,560; by Year 4, EL estimates the Library will receive \$18,840/year. NOTE: EL has since informed BLP that the Library needs for all Extended Learning programs will be assessed on an annual basis to ensure that no undue (and no unfunded) demands are being placed on Library collections by self-support programs.

Many of the materials needed for this program are already available based on existing database and other subscriptions; however, CSUSM has not covered inflationary costs for standard Library subscriptions for several years. It is anticipated that Library support for the new MBA options will help cover basic Library needs to support the existing CoBA programs as well as the new program; the Library's report provided an extensive list of databases, films, and other holdings that would benefit all CoBA programs, and Library and CoBA faculty will need to collaborate to determine where the funds can be most effectively spent. Librarian Ann Fiegen will continue to support existing COBA programs while supporting students in the new program with in-class instruction (as scheduled by individual faculty) and one-on-one consultations. The new program may include a "graded module" for Library instruction for a research methods course (BA604).

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.

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

Specialization (12 units) – Certificates of BI/IB

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

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...

Culminating Experience (6 units)

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

General Admissions Requirements

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

Important notes:

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

Advancement to Candidacy

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

Graduation Requirements

Completion of the MBA degree requires: (1) an overall GPA of at least 3.0 (B average) in all coursework within the program, (2) a minimum grade of 2.0 (C) in each course, (3) fulfillment of the master’s student Graduate Writing Assessment Requirement, (4) advancement to candidacy and (5) fulfillment of the culminating experience requirement.

New Courses being approved together with the MBA option and certificates:

ACCT 502	Foundations of Accounting
ACCT 602	Accounting for Managers
BA 500	MBA Bridge
BA 602	Statistics for Business Decisions
BA 604	Research Methods for Business
BA 675	Strategic Management in Global Environments
BA 685	Business Intelligence Master's Project
FIN 502	Foundations of Finance
FIN 602	Corporate Finance
FIN 612	International Finance
GBM 612	International Culture and Negotiations
GBM 614	Executive Seminar Doing Business in Selected Country/Region
GBM 685	International Experience
MGMT 502	Foundations of Management
MGMT 602	Leadership and Business Ethics
MGMT 604	Human Resource Management
MGMT 606	Managing the Sustainable Enterprise
MIS 502	Foundations of Management Information Systems
MIS 612	Data Management for Business Intelligence
MIS 614	Data Warehousing
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

APC: Maximum number of units during winter intersession

Comments received after 1 st reading:	Actions taken:
1. Does the proposed policy adequately reflect that we do not need to have an imposed January 1 start date for intersession policy? Departments should have the flexibility to possibly offer courses starting prior to January, in December.	<p>No, the policy as written doesn't recognize alternative options for the intersession dates.</p> <p>In order to recognize that a flexible interpretation of the intersession dates opens up alternative unit limits, the following was deleted:</p> <p style="padding-left: 40px;"><i>B. No courses in excess of the limit computed in A. will be offered during the intersession.</i></p> <p>A new section D. was added to provide some flexibility in defining course units:</p> <p style="padding-left: 40px;"><i>D. If a course with units in excess of the limit computed in A. is offered for the intersession, then the department will provide advisors with guidelines to be used in determining when a student is likely to be able to meet the learning requirements of the course in the condensed timeframe. A factor that can be considered in the case of on-line and hybrid courses is expanding the length of the session by having the course begin in December (but after the end of the Fall semester).</i></p>
2. The policy should recognize that using online or hybrid course formats may allow classes to start earlier and thus provide more time for instruction of students, if the calendar allows it.	<p>Part of new section D. recognizes that using online or hybrid formats may enable instruction to start earlier than the after January 1st date and thus provide more time for students to study. This information is also included in the Rationale.</p> <p style="padding-left: 40px;"><i>D. ...A factor that can be considered in the case of on-line and hybrid courses is expanding the length of the session by having the course begin in December (but after the end of the Fall semester).</i></p>
3. Will the compressed time schedule for intersession provide a quality education?	<p>In recognition that we wish to ensure quality instruction, the last sentence of the new section D. requests that:</p> <p style="padding-left: 40px;"><i>D. ...These advising guidelines will also be provided to Extended Learning, which will be responsible for archiving them until the completion of the next WASC review so that the campus can show how these offerings are consistent with the Credit Hour Policy.</i></p>

Rationale: According to the Credit Hour Policy, each unit of credit in a course represents approximately 45 hours of student effort (both inside the classroom/laboratory and in work outside of class). In a traditional semester-length lecture course, students are expected to devote two additional hours outside of class for each hour of lecture, for a total of three hours per unit in every week of a semester. Intersession is a compacted time period and therefore needs guidelines for the number of units a student can register for so that the work may be completed successfully.

The limit on the number of units is based on the maximum number of calendar days available, and not on the number of weekdays, because the definition of the Credit Hour Policy explicitly states that the student work underlying each unit of credit includes out-of-class work.

The limits are developed assuming that classes do not begin until the first workday after January 1 because the campus is entirely closed for the preceding week, and in many years there are no workdays between the day that grades are due for the Fall semester (i.e., the last day of that semester) and the campus closure week. However, a factor that can be considered in the case of on-line and hybrid courses is expanding the length of the session by having the course begin in December (but after the end of the Fall semester).

Classes also end two workdays before the start of the Faculty Preparation Period to allow instructors one day to assign and report Winter intersession grades before the start of the Spring semester.

For a period of intense study, $10\frac{1}{2}$ hours is assumed to be the maximum number of hours per day that a student can realistically be engaged in study.

To understand the implications of this policy, the lengths of the intersessions have been computed for the winter intersession in 2013-14 and the four years whose calendars are currently under consideration at the Academic Senate. The following table shows how much daily student effort would be required for a 2-unit and a 3-unit course in those intersessions and what the class length would be for courses delivered entirely through face-to-face instruction meeting on every weekday during the intersession. In every case, students would be permitted to enroll for up to three units during a Winter intersession.

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

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.

I. 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.

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.

- 45 B. Students desiring to register for units in excess of the limit computed in A must obtain
46 approval for a course overload from their academic advisor. Before approving a course
47 overload, the academic advisor must discuss with the student the feasibility of successfully
48 completing the requested courses in light of the definition of a credit unit. If such requests
49 are denied, appeals may be made to the appropriate college dean (or designee) of their
50 major. In general, only students with superior academic records and a demonstrated need
51 for such excess enrollment will be allowed to enroll for course overloads.
52
- 53 C. If a course with units in excess of the limit computed in A. is offered for the intersession,
54 then the department will provide advisors with guidelines to be used in determining when a
55 student is likely to be able to meet the learning requirements of the course in the
56 condensed timeframe. A factor that can be considered in the case of on-line and hybrid
57 courses is expanding the length of the session by having the course begin in December (but
58 after the end of the Fall semester). These advising guidelines will also be provided to
59 Extended Learning, which will be responsible for archiving them until the completion of the
60 next WASC review so that the campus can show how these offerings are consistent with the
61 Credit Hour Policy.
62

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.

UCC: C Form revision

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

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:

[illegible]

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 matter, areas of study, themes, issues, etc.) should be used, reserving the word "topics" for generic (i.e., variable-topics) courses. Look at the catalog for examples of course descriptions.

“Italicized text” portion: In order, this should consist of (if/as needed):

- Any special conditions concerning the manner in which the course will meet. For example:
 - Course meets for more hours each week than units of credit because it contains a laboratory or activity period
 - Course requires attendance at out-of-class events/activities/field trips
 - Instruction is delivered in a language other than English
- Graded Credit/No Credit (if the Grade Mode requested in #17 is CR/NC or CR/NC w/RP)
- 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 can register for the course. Please use one of the following standard construction, replacing *M* by the appropriate number:
 - [If there is no limit on repetitions.] *May be repeated for credit.*
 - [If there is a limit on repetitions.] *May be repeated for a total of M units.*
 - [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.*
 - [For generic courses] *May be repeated for credit as topics change.*
 - [For generic courses] *May be repeated for a total of M units as topics change.*
- Any special registration conditions. For example, to control the number of times that students may register to take the course, use the 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.*

12. Registration Conditions. Fill in all that apply.

(Registration conditions should appear at the end of the course description in italics.)

- Prerequisite(s): .
- Corequisite(s): .
- Co/prerequisite(s): .
- Enrollment Restriction(s): .
- Enrollment Requirement(s): .
- Recommended Preparation: .

Registration Conditions enforced by PeopleSoft:

- Prerequisites: Specific courses which must be taken before enrollment is permitted. It is possible to specify a minimum grade in the prerequisite.
 - If the prerequisite simply reads "ABC 321," then students who are currently enrolled in ABC 321 may register for the course during the priority reservation period – which takes place in the prior semester.
 - If the prerequisite reads "ABC 321 with a minimum grade of C (2.0)," then the default setting in PeopleSoft is to allow students who are currently enrolled in ABC 321 to register.
 - 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 grade of C or better has been posted in PeopleSoft, then please include the phrase "Exclude in-progress credit" in #12a (but not in the italicized portion of #11).
- Corequisites: Specific courses which must be taken simultaneously with the course.
- Co/prerequisites: Specific courses which must either be taken simultaneously with the course, or must have been previously completed.
- Enrollment restrictions: Usually of the form "Enrollment restricted to ABCD majors", "Enrollment restricted to students with senior class standing," or "Enrollment restricted to students who have obtained consent of the instructor," etc.

Registration Conditions enforced by the instructor, not PeopleSoft:

- Enrollment requirements: Often these have the same format as prerequisites, but these are enforced by the instructor (or department) and not by PeopleSoft.

Unenforceable registration conditions:

- Recommended preparation: Courses which are recommended but not required to be taken before enrolling in the course.

13. Is Consent Required for Enrollment?

14. a. May the course be repeated for graduation credit?

- If directed in part a to complete the second part of this item, explain how the course material changes significantly from offering to offering so that students should receive credit for repeating the course: .

15. Is this course cross-listed with any other course? If "Yes," please identify here any cross-listings besides those already given in item #1: .

It is recommended that, if possible, both courses should be given the same number. Generally speaking, courses should only be cross-listed with 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 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 (above 400-level), then this situation is an example of dual-listing, not cross-listing; see item #16.

16. a. Is this course part of a dual-listing of an undergraduate course?

Dual listing is only allowed between upper-division and graduate courses offered in the same department with similar course content. The titles and descriptions of the two courses must reflect the similarity of the subject matter. Dual-listed courses may not be cross-listed; the following types of courses may not be dual-listed: thesis, creative work, internship, special project, topic, directed reading, research and independent study. The dual-listed courses must meet in the same classroom at the same time and have the same instructor. Dual-listed course pairings normally 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 500-level; exceptions require a strong rationale and should be granted only rarely and under extreme circumstances. The course descriptions must

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 one may not be taken for credit at a subsequent time, unless approved by petition to the graduate program coordinator.

b. If the course is being proposed for dual-listing, explain why the dual-listing is necessary and the higher expectations to which students will be held in the graduate version: .

At the time of the review of the dual-listing, syllabi for both courses complete with course descriptions, course readings and activities, and Student Learning Outcomes (SLO) will be submitted to all curriculum committees as support for the dual-listing. Examples of greater expectations may include that graduate students show development of independent critical judgment and evaluation of course material, and that graduate students present the evidence of their original critical analysis. Examples of additional assignments might include significant research papers, oral presentations of research on course assignments, and/or the demonstration of more sophisticated laboratory or studio skills than those required of students in the undergraduate course.

17. Grading Basis:

18. If either "Graded RP" or "CR/NC w/RP" is requested, explain the need for this grading basis): .

RP grading symbol is intended for use in situations where the coursework is expected to extend beyond the end of the semester. Common examples are thesis courses.

19. Should a final exam period be scheduled for this class?

20. Mode of Instruction Use pull-down menus to replace each "???" in the central column with a number, and to select either an 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	??	

Or

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

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

21. (Skip this item if the answer to #9 is Yes.) Student Learning Outcomes (SLOs)

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 successfully complete this course will be able to [list student learning outcomes]." Generally speaking, more advanced courses should describe SLOs in terms of higher-order (according to Bloom) cognitive skills (see www.uni.edu/chfasoa/bloom.htm). SLOs should be phrased using concrete action verbs that allow the instructor to determine the extent to which students achieve the SLO (see www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf for lists of action verbs arranged according to the taxonomy). For courses that are requirements or electives in a major, it is desirable to connect the course learning outcomes to the programmatic learning outcomes.

22. Attached supporting documentation includes

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 reading list, (iii) a list of the major assignments/activities that students will complete (including how the All-University Writing Requirement will be met), and (iv) a grading scheme indicating what will form the basis of student grades.

23. Is this a Service Learning Course?

See the Community Service Learning Courses policy on the Policies and Procedures webpage for the definition of a Community Service 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 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 of direct, academically-relevant community service.

24. How often will this course be offered once established?

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 required in any major, minor, certificate or graduate program, including those in the department where this course will be offered? 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 an elective in any major, minor, certificate or graduate program, including those in the department where this course will be offered? Choose from pull-down menu If "Yes," please specify here: ☐.

If this course will be an elective in a new 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 existing 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 _____

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Approval Signatures:

3. College Curriculum Committee

Signature _____ Date _____

4. College Dean (or Designee)

Signature _____ Date _____

5. UCC Committee Chair

Signature _____ Date _____

6. Provost/VP for Academic Affairs (or designee)

Signature _____ Date _____

1 **Resolution on Opposition to Planned Structure of Office of Community Service Learning**
2
3

4 RESOLVED, That the Academic Senate of California State University San Marcos strongly objects to
5 the current plan for the Office of Community Service Learning (OCSL) and urges the administration to
6 reconsider to incorporate more faculty involvement in the program; and be it further
7

8 RESOLVED, That the Academic Senate of California State University San Marcos urge the
9 administration to meet with faculty and community partners who are involved in Service Learning to
10 develop a model that recognizes the current strengths of the program and builds on them rather than
11 eliminates them.
12
13
14

15 **RATIONALE:**
16

17 A plan was developed by upper campus administration to move OCSL out of Academic Affairs and into
18 Community Engagement. There was absolutely no consultation with faculty or service learning experts
19 on campus or in the community in the development of the plan. Senate leadership objected and the
20 Provost and VP for Community Engagement met with them and with the Director of OCSL to discuss
21 the plan. Despite input that showed the faculty director actually does very little administrative work
22 now and spends over 18 hours per week involved in activities where faculty input is essential, the faculty
23 position in the program was cut to one course release.
24

25 Despite assurance that the intent of this reorganization is not to dismantle or dramatically change the
26 direction of Service Learning at CSUSM, all actions point to the development of a program with very
27 little pedagogical focus. The faculty director funding would allow workshops through the Faculty
28 Center and work with faculty to develop their pedagogical goals, but would eliminate support for
29 conference attendance and presentations, work on grant proposals which have provided nearly all of
30 the funding for the current program, no actual time to meet with Community Engagement personnel to
31 transition many tasks to them and most significantly work between the faculty director and community
32 partners. It seems by all actions taken that intent is to start from scratch. This program has won
33 awards based on the level of faculty involvement with the community, and the Academic Senate
34 believes it is critical to the very nature of the program. Everything possible should be done to preserve
35 the strengths of the program as it stands and grow it, not to change the direction into something that
36 we, as faculty, do not support.

FAC: University RTP policy

Rationale: *FAC proposed the following revision to the University RTP document, which includes changes that have already been approved (section II.B.6, approved by the Academic Senate 12/5/12) and some additional changes. The new changes here consist of numerous adjustments as a result of the new CBA and also a series of editorial changes that FAC made for consistency and clarity.*

Definition The process for decisions regarding promotion, tenure and retention of faculty unit employees of CSU San Marcos shall be governed by the Faculty Personnel Procedures for Promotion, Tenure and Retention.

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

Scope Faculty unit employees of CSU San Marcos.

I. DEFINITION OF TERMS AND ABBREVIATIONS

- A. In the policies and procedures prescribed by this document, “is” is informative, “shall” is mandatory, “may” is permissive, “should” is conditional, and “will” is intentional.
- B. The numbers in parentheses refer to sections of the Collective Bargaining Agreement (in effect at the time of the adoption of this document) between the Board of Trustees of The California State University and the California Faculty Association.
- C. The following terms – important to understanding faculty policies and procedures for retention, tenure, and promotion – are herein defined:
 1. Administrator: an employee serving in a position designated as management or supervisory in accordance with the Higher Education Employer-Employee Relations Act. (2-4)
 2. Candidate: a faculty unit employee being evaluated for retention, tenure, or promotion. (45-4)
 3. CBA: Collective Bargaining Agreement between the California Faculty Association and the Board of Trustees of the California State University for Unit 3 (Faculty).
 4. CFA: the California Faculty Association or the exclusive representative of the Union. (2-7)
 5. College/Library/School/SSP-AR: College of Business Administration (CoBA); College of Education, Health and Human Services (CEHHS); College of Humanities, Arts, Behavioral and Social Sciences (CHABSS); College of Science and Mathematics (CSM); Library; and Student Services Professional, Academic Related (SSP- AR).
 6. Confidentiality: confidential matter is private, secret information whose unauthorized disclosure could be prejudicial. Given the RTP Procedure, confidentiality applies to the circle of those reviewing a file in a given year.
 7. CSU: the California State University.
 8. CSUSM: California State University San Marcos.
 9. Custodian of the File (COF): the administrator designated by the President who strives to maintain accurate and relevant Personnel Action Files and to ensure that the CSUSM RTP Timetable is followed. (11-1, 15-4)
 10. Day: a calendar day. (2-4)
 11. Dean/Director: the administrator responsible for the college/unit.
 12. Department: the faculty unit employees within an academic department or other equivalent academic unit. (2-12)
 13. Department Chair: the faculty member ~~person appointed~~ selected by the president or designee, based on faculty recommendation, to serve as the director/coordinator of the faculty unit employees within an academic department or other equivalent academic unit. (20-32)
 14. Equivalent Academic Unit: any unit that is equivalent to an academic department or library unit for purposes of this document, but not recognized under the CBA.

15. Evaluation: a written assessment of a faculty member's performance. An evaluation shall not include a recommendation for action.
16. Faculty Unit Employee: a member of bargaining Unit 3, ~~who is subject to retention, tenure, or promotion. (2-43)~~ See also Candidate.
17. Librarian: those individuals who have achieved the rank of full Librarian.
18. Merit awards: in various CBAs, the CSU and CFA have agreed upon different terms and different names for merit awards, such as Merit Salary Adjustments, Performance Step Salary Increases and Faculty Merit Increases. If they are in effect during a review, merit awards are separate from the Retention, Tenure, and Promotion process, and thus have no bearing on the set of policies and procedures that follows.
19. Peer Review Committee (PRC): the committee of full-time, tenured faculty unit employees whose purpose is to review and recommend faculty unit employees who are being considered for retention, tenure, and promotion. (15.3540)
20. Performance Review: the evaluative process pursuant to retention, tenure, and/or promotion. (15.3234)
21. Personnel Action File (PAF): the one official personnel file containing employment information and information relevant to personnel recommendations or personnel actions regarding a faculty unit employee. (2-47)
22. President: the chief executive officer of the university or her/his designee. (2-48)
23. Probation, Normal Period of: the normal period of probation shall be a total of six (6) years of full-time probationary service and credited service, if any. Any deviation from the normal six (6) year probationary period, other than credited service given at the time of initial appointment, shall be the decision of the President following her/his consideration of recommendations from the department or equivalent unit, Dean/Director, appropriate administrators, and the Promotion and Tenure Committee. (13-3)
24. Probationary Faculty: the term probationary faculty unit employee refers to a full-time faculty unit employee appointed with probationary status and serving a period of probation. (13-4)
25. Professor: those individuals who have achieved the rank of full professor.
26. Promotion: the advancement of a probationary or tenured faculty unit employee who holds academic or librarian rank to a higher academic or librarian rank or of a counselor faculty unit employee to higher classification. (14-4)
27. Promotion, Early consideration for: in some circumstances, a faculty unit employee may, upon application ~~and with a positive recommendation from her/his Department or equivalent academic unit,~~ be considered for early promotion to Associate Professor or Professor, Associate Librarian or Librarian, SSP-AR II or SSP-AR III prior to the normal period of service. (14.2-14.4)
28. Promotion and Tenure Committee (P & T Committee): an all-University committee composed of full-time, tenured Professors and a Librarian elected according to the faculty constitution. The University charges the P & T Committee to make recommendations for tenure and promotion. When SSP-ARs are under review, an SSP-AR III will be added to the P & T Committee for the SSP-AR review only.
29. Rebuttal/Response: a written statement intended to present opposing or clarifying evidence or arguments to recommendations resulting from a performance review at any level of review. It is not intended for presentation of new information/material. (15-5)
30. Recommendation: the written end product of each level of a performance review. A recommendation shall be based on the WPAF and shall include a written statement of the reasons for the recommendation. A copy of the recommendation and the written reasons for it is provided to the faculty member at each level of review. (15.4045, 15.12e, 15.5)
31. Retention: authorization to continue in probationary status.
32. RTP: retention, tenure, and/or promotion.
33. RTP Timetable: A timetable that lists the order of review and establishes dates for the review process at each level for a particular year. This calendar is based on the approved academic year calendar. The President, after consideration of recommendations of the appropriate faculty committee, shall announce the RTP Timetable for each year. (13-5)
34. Service Credit: the President, upon recommendation of the Dean/Director after consulting with the relevant department or equivalent unit, may grant to a faculty unit employee up to two (2) years

- service credit for probation based on previous service at a post-secondary education institution, previous full-time CSU employment, or comparable experience. (13-4)
35. Tenure: the right to continued permanent employment at the campus as a faculty unit employee except when such employment is voluntarily terminated or is terminated by the CSU pursuant to the CBA or law. (13-43)
36. Working Personnel Action File (WPAF): that portion of the Personnel Action File specifically generated for use in a given evaluation cycle. (2) The WPAF shall include all forms and documents, all information specifically provided by the ~~candidate~~ Candidate, and information provided by faculty unit employees, students, and academic administrators. It also shall include all faculty and administrative level evaluations, recommendations from the current cycle, and all rebuttal statements and responses submitted. (45-8)

II. PERSONNEL FILES

A. Personnel Action File (PAF)

1. Each faculty member shall have a Personnel Action File (PAF). This is a confidential file with exclusive access of the faculty member and ~~designated individuals~~ persons with official business. (11)
2. The President of the University designates where such files will be kept and who will act as Custodian of the File (COF). The COF will keep a log of all requests to see each file. The COF shall monitor the progress of all evaluations ensuring that proper notification of each step of the evaluation is given to the Candidate, each committee and administrator as specified in these procedures. (11)
3. The PAF is the one official personnel file for employment information relevant to personnel recommendation or personnel actions regarding a Candidate. Faculty members may review all material in their PAF, including pre-employment materials. Faculty members may submit rebuttals to any item in the file, except for pre-employment materials. Faculty may request the removal of any letters of reprimand that are more than three years old. (18) Material submitted to the PAF must be identified by the source generating the ~~information~~ material. ~~No anonymously authored documents shall be included in the file~~ Identification shall indicate the author, the committee, the campus office, or the name of the officially authorized body generating the material. (11-3)
4. Contents of Personnel Action File (PAF). The PAF contains the following materials:
 - All recommendations and decision letters that have been part of the RTP process.
 - All indices of all WPAFs.
 - The file concerning initial appointment.
 - A curriculum vitae from each review.
 - The Candidate's summaries for each RTP-related review.
 - All rebuttals and responses.
 - Letters of commendation.
 - Letters of reprimand, until removed under CBA Article 18-7.
 - All fifth year post-tenure reviews.
 - Documentation of any merit awards or salary adjustments.⁷

B. Working Personnel Action File (WPAF)

1. During periods of evaluation, the Candidate shall create a WPAF specifically for the purpose of evaluation. ~~This material amplifies the PAF. It shall contain all required forms and documents, and all additional information provided by the Candidate, and information provided by faculty unit employees, students, and academic administrators. The WPAF is deemed incorporated by reference in to be part of the Personnel Action File (PAF) during the period of evaluation. (15-1) Material submitted to the WPAF must be identified by the source generating the information material. Identification shall indicate the author, the committee, the campus office, or the name of the officially authorized body generating the material. (11-3) No anonymously authored documents shall be included in the file.~~

⁷ Documentation of any merit awards or salary adjustments is an optional element in a PAF and WPAF except as required by previous contracts.

2. The WPAF is part of the review process. All parties to the review shall maintain confidentiality regarding this file. (15)
3. The Candidate, appropriate administrators, ~~the~~ President, Peer Review Committee members, Department Chair (only if the Chair completes a separate Department Chair review), ~~and~~ Promotion and Tenure Committee members, Custodian of the File and ~~designated individuals~~ persons with official business shall have access to the file. (11~~5~~)
4. The WPAF shall be complete by the deadline announced in the RTP Timetable. Any material added after that date (e.g., a publication listed as “in press” and subsequently published, a grant application funded after the WPAF submission date, course evaluations unavailable at time files were due, or conference proposals accepted after file has been submitted) must have the approval of the Peer Review Committee and must be material that becomes available only after the closure date. New materials must be reviewed, evaluated, and commented upon by the Peer Review Committee and the Department Chair (if applicable) before consideration at subsequent levels of review. Once approved by the PRC, the Dean and subsequent reviewers shall be notified simultaneously and they have the option of changing recommendations. (15)
5. Guidance on the WPAF
 - a. An item in the WPAF may be included in whichever category the Candidate sees as the best fit. However, a single item may not be inserted in two different categories.
 - b. The emphasis of the WPAF will be on the accomplishments of the Candidate since the beginning of the last university-level review and not included as part of that review, i.e., items can only be considered in one promotion review. For retention review, the emphasis will be on the time period since the last retention review. For promotion to Associate Professor /Associate Librarian/SSP II AR or tenure, the emphasis will be on the time period since hiring. For promotion to Professor/Librarian/SSP-AR III, the emphasis will be on the time period since the review for the Candidate’s last promotion or since hiring if hired as an Associate Professor /Associate Librarian/SSP II AR.
 - c. If service credit was awarded, the Candidate should include evidence of accomplishments from the other institution(s) for the most recent years of employment.
 - d. This procedures document does not specify standards. Each Department may develop its own standards, including guidance on criteria in that unit, in accordance with the “Guidelines for Department RTP Standards” (September 28, 2009). It is the responsibility of the Candidate to seek out and understand these standards. See V.A.1. and V.B.4~~5~~. below.
 - e. ~~There are many creative ways to document scholarly performance in the WPAF, but the potential for a lack of selectivity and coherence is great. Assembling the WPAF (the Candidate’s responsibility) and giving due consideration to the WPAF (the reviewing parties’ responsibility) is made more time consuming and difficult when the file is disorganized and/or too large. In presenting constructing the WPAF, the Candidate should~~ be selective, choosing documents, texts, or artifacts that are most significant and representative of their work. The WPAF should be focused and manageable. In order for a Candidate to make the best case while minimizing file size, statements such as “available upon request” may be used. Materials mentioned ~~as~~ “available upon request” or cited in reflective statement and/or curriculum vitae are considered part of the WPAF. Reviewers at any level can obtain such documentation during the time of the review directly from the Candidate or directly from the cited source, without the notification of any other level of review. Information in the public domain relevant to the material presented in the WPAF, but not specific to the Candidate (e.g., journal acceptance rates, publication peer-review process, and/or publisher information), are considered part of the WPAF and can be accessed by reviewers at any level without notification.
 - f. The evidence of success in Teaching, Research/Creative Activity and Service shall consist of up to 30 items total in the WPAF that are representative of the work described in the narrative. The Candidate will determine how to distribute the items among the three categories; however, each category will contain evidence.
 - g. The reflective statements included in the WPAF shall not exceed 15 pages in combined length. The Candidate will determine how many pages to devote to each statement. The statements will describe the Candidate’s contributions in the areas of Teaching, Research/Creative Activity, and Service.

- h. ~~Electronic documentation is also acceptable, although the same principle of selectivity applies in this case.~~
- i.h. The Candidate shall be notified of the placement of any material in her/his WPAF, and shall be provided with a copy of any material to be placed in the WPAF at least five days prior to such placement. (11)
- Material inserted into the WPAF by reviewing parties is subject to rebuttal or request for removal by the faculty member undergoing review.
 - Required or additional material relevant to the review may be added during the initial period of “review for completeness” by the faculty member undergoing review or other parties to the review.
6. The WPAF, when submitted by the Candidate, shall contain:
- a. ~~The [CN1] “WPAF Checklist” (see Faculty Affairs website), completed and signed by the candidate~~ Candidate.
- b. A Memorandum from the Candidate stating the action the Candidate is requesting:
- periodic review (typically 1st/3rd/5th)
 - 2nd Year Retention
 - 2nd Year Retention with optional tenure and/or promotion review
 - 4th Year Retention (3rd or 5th year for faculty off-cycle)
 - 4th Year Retention w/ optional Tenure and/or Promotion Review (3rd or 5th year for faculty off-cycle)
 - Tenure and/or Promotion Review
- If applicable, the memorandum shall state any special conditions of initial appointment, such as award of years of service credit or completion of terminal degree.
- a.c. A current curriculum vitae including all the accomplishments of the ~~candidate~~ Candidate’s career.
- b.d. ~~A statement outlining any special conditions of initial appointment, such as award of years of service credit or completion of terminal degree. [CN2]~~
- d. For faculty applying for periodic reviews; retention, tenure, or tenure and promotion, all personnel reviews since hire. For faculty applying for promotion after the award of tenure (or tenure and promotion), all personnel reviews beginning with the previous promotion review or original appointment materials. For faculty applying for tenure after promotion, all personnel reviews beginning with original appointment materials. Personnel reviews (including recommendations, rebuttals and responses) are defined as:
- periodic reviews
 - retention, tenure and promotion reviews
 - five-year post-tenure reviews
- e. A reflective statement for each section: Teaching, Research/Creative Activity, and Service. ~~(See H.D.7. above.)~~
- 1) Evidence of teaching success (for all faculty unit members who teach) and equivalent professional performance based on primary duties assigned in the job description (for non-teaching faculty).⁸
- a) The reflective statement on teaching.
 - b) The complete university-prepared reports of the Student Evaluations of Instruction for all courses taught (CBA (15.15) Student evaluation summaries from all courses taught, in compliance with the CBA. (15.15) The complete university-prepared report (containing numerical summaries and student comments) shall be included for each course submitted.
 - c) Selected items (a minimum of 1 item) documenting the teaching accomplishments discussed in the reflective statement, such as:
 - Peer evaluation
 - Self-evaluation

⁸ Non-teaching faculty include librarians and SSP-ARs.

- Videotape of class session
 - Instructional materials (e.g., syllabi, lesson plans, lecture notes, multimedia presentations, course assignments)
 - Product of your teaching/Evidence of student learning (e.g., completed student assignment, paper, thesis, exam, project, performance)
 - Teaching award, fellowship or honor
 - Other relevant items chosen by the faculty member
- 2) Evidence of success in research and creative activity (for teaching faculty and librarians) and continuing education/professional development (for SSP-ARs).
- a) The reflective statement on research and creative activity.
 - b) Selected items (a minimum of 1 item) representing research and creative activity, such as:
 - Publications
 - Publications in press or under review (with documentation)
 - Creative performances (dance, music performance art, theatre), exhibits, videos, slides, recordings, CD-ROMS, multimedia, performance texts, installations, photographs, musical scores, directing or choreography, curating, producing
 - Presentations at professional meetings
 - Funded grants
 - Research/creative activity in progress
 - Instructional material development
 - Applied research/scholarship
 - Invited address
 - Research/creative activity award, fellowship or honor
 - Editing of a journal, book, or monograph
 - Unpublished research
 - Unpresented/Unperformed creative activity
 - Unfunded grant proposal
 - Refereeing of a book, journal article, monograph, conference paper
 - Other relevant items chosen by the faculty member
- 3) Evidence of success in service.
- a. The reflective statement on service.
 - b. Selected items (a minimum of 1 item) representing service to the campus, system, community, discipline, and/or profession, such as:
 - Committee activity
 - Consultantship to community organizations
 - Advising a student group
 - Mentoring of faculty and/or students
 - Office held and participation in professional organizations
 - Service award, fellowship or honor
 - Editing of a journal, book, or monograph
 - Refereeing of a book, journal article, monograph, conference paper
 - Other relevant items chosen by the faculty member
 - e. Department/Unit/College/Library/School/SSP-AR standards for retention, tenure and promotion.
 - f. A complete index of the material contained in the WPAF. (Should be located at the beginning of the WPAF.)
7. The WPAF may also be submitted in electronic format. Guidelines for electronic submission may be obtained from the office of the AVP of Faculty Affairs.

III. REVIEW PROCESS SCHEDULE

- A. Tenure and Promotion to the Rank of Associate Professor/Associate Librarian/SSP-AR II
 - 1. All probationary (nontenured) faculty members shall undergo annual review. The normal review process schedule depends on the probationary status of the Candidate. If the Candidate's initial appointment is on the tenure track at the rank of Assistant Professor, Senior Assistant Librarian

(which normally requires a doctorate or other appropriate terminal degree), or SSP-AR I without credit for prior years of service, the review process schedule is as follows:

- First, third, and fifth years: PRC level and Dean/Director review
- Second and fourth years: PRC, Dean/Director and President review
- Sixth year: Mandatory review for promotion and tenure by Department Chair,⁹ Peer Review Committee, Dean, and Promotion and Tenure Committee with a recommendation to the President

2. Tenure-track probationary faculty may be given credit for a maximum of two years of service at another institution. The amount of credit allowed shall be stipulated at the time of employment and documented in a letter to the faculty member. This letter should be included in the file. If one or two years of credit are given, the review process begins with the first year level review. The mandatory promotion and tenure decision is shortened by the number of service credit years given. (13-4)

3. If a probationary faculty member without a doctorate or appropriate terminal degree is hired at the rank of Instructor, Assistant Librarian, or SSP-AR I, the Candidate may choose not to count the time as Instructor/Assistant Librarian/SSP-AR I toward the mandatory sixth year tenure and promotion review. The Candidate must stipulate her/his choice at the time of initial appointment to a tenure track position.

4. Normally, a probationary faculty member shall not be promoted during the probationary period of six years of full-time service. ~~(13.3, 14.2)~~ A probationary faculty member shall normally be considered for promotion at the same time they are considered for tenure. Probationary faculty members shall not be promoted beyond the rank of Associate. (13, 14)

5. At the request of the Candidate or on the initiative of the Department, a Candidate may be considered for Promotion and Tenure prior to the sixth year of service. (13, 14) In that event, the sixth-year-level review substitutes for the annual review. Promotion or tenure prior to the normal year of consideration requires clear evidence that the Candidate has a sustained record of achievement that fulfills all criteria for promotion or tenure as specified in University, College/Library/School, and Department standards. ~~€Prior to the final decision,~~ candidate Candidates for promotion before the mandatory sixth-year review may withdraw from consideration without prejudice at any level of review. (14-7)

~~6.5-~~ Mandatory sixth-year consideration entails recommendations to the President for the Candidate's tenure and promotion. (13) ~~Normally, award of tenure to probationary faculty members also entails promotion. (14.2) Probationary faculty members shall not be promoted beyond the rank of Associate. (14.2)~~

B. Tenure for Probationary Faculty Hired at the Ranks of Associate Professor /Associate Librarian/SSP-AR II and Professor/Librarian/SSP-AR III

1. Nontenured Associate Professors/Professors, Associate Librarians/Librarians, and SSP-AR II/SSP-AR IIIs shall be reviewed annually according to the following schedule:

- First, third, and fifth years: PRC level and Dean/Director review
- Second and fourth years: PRC, Dean/Director and President review
- Sixth year: Mandatory review for tenure by the Department Chair,¹⁰ Peer Review Committee, Dean, and Promotion and Tenure Committee recommendation to the President.

2. Tenure-track probationary faculty may be given credit for a maximum of two years of service at another institution. The amount of credit allowed shall be stipulated at the time of employment. ~~(13)-~~ The appointment letter shall be included in the WPAF file (13.4)

3. Normally, a probationary faculty member shall not be promoted during the probationary period of six years of full-time service. ~~(13.3, 14.2)~~ A probationary faculty member shall normally be considered for promotion at the same time they are considered for tenure. (13)

~~4.~~ At the request of the Candidate or on the initiative of the Department, a Candidate may be considered for Promotion and Tenure prior to the sixth year of service. In that event, the sixth-year-level review substitutes for the annual review. The President may award tenure to a faculty unit employee before the normal six year probationary period. (13, 14-1819) Promotion and tenure

⁹In cases when the Department Chair elects to make separate recommendations on the Candidates in her/his Department.

¹⁰ In cases when the Department Chair elects to make separate recommendations on the Candidates in her/his Department.

- prior to the normal year of consideration requires clear evidence that the Candidate has a sustained record of achievement that fulfills all criteria for promotion or tenure as specified in University, College/Library/School, and Department standards. ~~€Prior to the final decision,~~
~~candidateCandidates~~ for promotion before the mandatory sixth-year review may withdraw from consideration without prejudice at any level of review. (14-7)
4. Tenure review for probationary Associate Professor /Associate Librarian/SSP-AR II is separate and distinct from review for promotion to the rank of Professor /Librarian/SSP-AR III. Probationary faculty shall not be promoted beyond the rank of Associate. (14-2) In other words, Associate Professors/Associate Librarians/SSP-AR IIs must be awarded tenure before they are eligible to apply for promotion to ~~€Full~~ Professor/Librarian/SSP-AR III.
- C. The President may extend a faculty member's probationary period for an additional year in accordance with CBA Article 13, per Articles 13.7 and 13.8, when a faculty member is on Workers' Compensation, Industrial Disability Leave, Nonindustrial Disability Leave, leave without pay, or paid sick leave for more than one semester or two consecutive terms. (13.7)
- D. Review of Tenured Faculty at Rank other than Professor/Librarian/SSP-AR III Ranks
1. Except for early promotion considerations, review for promotion to the rank of Professor, Librarian, or SSP-AR III follows the standard sequence of review for tenure: Department Chair (at the Department Chair's discretion) and Peer Review Committee, Dean/Director, Promotion and Tenure Committee making recommendations to the President.
 2. Only tenured faculty unit employees with rank of Professor/Librarian/SSP-AR III can make recommendations regarding promotion to these ranks. (Professors/Librarians/SSP-AR IIIs may make recommendations for promotion across these positions.)
 3. The promotion of a tenured faculty unit employee normally shall be effective the beginning of the sixth year after appointment to ~~their~~his current academic rank/classification. In such cases, the performance review for promotion shall take place during the year preceding the effective date of the promotion. This provision shall not apply if the faculty unit employee requests in writing that ~~they~~ the faculty unit employee not be considered. (14.3)
 4. The promotion of a faculty unit member to the rank of Professor, Librarian, or SSP-AR III that will be effective prior to the start of the sixth year after appointment to ~~his/her~~their current academic rank/classification is considered an "early promotion." Promotion prior to the normal year of consideration requires clear evidence that the Candidate has a sustained record of achievement that fulfills all criteria for promotion as specified in University, College/Library/School, and Department standards. For early promotion, a sustained record of achievement should demonstrate that the ~~candidate~~Candidate has a record comparable to that of a ~~candidate~~Candidate who successfully meets the criteria in all three categories for promotion in the normal period of service. ~~An early promotion decision requires that the applicant receive a positive recommendation from their department or equivalent unit. In cases where the department or equivalent unit does not make a positive recommendation, no further levels of review take place and the promotion is not considered. (14.3, 14.4)~~
- E. Except for denial of tenure in the mandatory sixth-year review, denial of tenure and/or promotion does not preclude subsequent review. Probationary faculty denied tenure prior to the sixth year may be considered in any subsequent year through the mandatory sixth-year review. Tenured Assistant/Associate Professors, Senior Assistant/Associate Librarians, and SSP-AR I/IIs denied promotion may be reviewed in any subsequent year.

IV. RESPONSIBILITIES OF THOSE INVOLVED IN THE REVIEW CYCLE

A. Responsibilities of the Candidate

1. Preparation of the WPAF
 - a. Prior to the beginning of the review process, the Candidate shall be responsible for reviewing ~~the~~these procedures, as well as the Department/Unit/College/Library/School/SSP-AR evaluation criteria and review procedures that have been made available, including the CSUSM RTP timetable.
 - b. Prior to the beginning of the review process, the Candidate shall be responsible for consulting campus resources relevant to the review process (e.g., the CBA, Academic Affairs, Faculty Center resources and workshops, and colleagues).

- c. Prior to the beginning of the review process, the Candidate shall be responsible for the identification of materials the ~~candidate~~Candidate wishes to be considered and for the submission of such materials as may be accessible to the ~~candidate~~Candidate. (15-12-a)
 - d. The Candidate shall be responsible for the organization and comprehensiveness of the WPAF.
 - e. If the Candidate is requested to remove any material from the WPAF, the ~~candidate~~Candidate can either remove the material or add explanations to the reflective statement about the relevance of the material.
 - f. If the ~~candidate~~Candidate chooses to withdraw a request for early tenure, then the ~~candidate~~Candidate shall notify the Custodian of the File. The COF will then notify all levels and designate the evaluation as the regularly-scheduled review. All levels of reviewers would then need to conduct a review of the WPAF, starting with the PRC. The recommendations for the early tenure review shall be withdrawn and would not be placed in the PAF.
 - g. If the ~~candidate~~Candidate is denied, the recommendations will be placed in the PAF.
2. Submission of the WPAF
 - a. ~~The Candidate~~Candidate shall be responsible for indicating clearly in a cover letter the specific action the ~~candidate~~Candidate is requesting: consideration for retention, tenure, and/or promotion.
 - b. ~~[CN3]~~The Candidate is responsible for submission of the WPAF in adherence to the RTP Timetable.
 3. The Candidate is responsible for preparing, as necessary, a timely rebuttal or response at each level of the review according to the RTP Timetable.
 4. The Candidate is responsible for requesting a meeting, if wanted, at each level of the review according to the RTP Timetable. No formal, written response is required subsequent to this meeting.
 5. The Candidate may request and ~~shall approve of an~~ external review ~~and reviewers~~. (15-12-d) See The process for initiation and selection of external reviewers is set forth in Appendix C.
- B. Responsibilities of Department Chairs and Faculty Governance Units
1. In academic units with a Department Chair, the Chair shall ensure that there is an election of a PRC. This entails: identifying eligible members of the Department or equivalent academic unit, College/Library/School, or the entire University faculty, when necessary, who are willing to serve; consulting with faculty in the Department about names to place on the ballot; sending out the ballot one week before the election date; ensuring that ballots are counted by a neutral party; and announcing the results to the Department and to the Candidates. The Department Chair shall convene the first meeting of the PRC and ensure that a chair is elected.
 2. In academic units with no Department Chair, the appropriate faculty governance group shall ensure that there is an election of a PRC. This entails: identifying eligible members of the Department or equivalent academic unit, College/Library/School, or the entire University faculty, when necessary, who are willing to serve; consulting with faculty in the Department about names to place on the ballot; sending out the ballot one week before the election date; ensuring that ballots are counted by a neutral party; and announcing the results to the Department and to the Candidates. The appropriate faculty governance group shall convene the first meeting of the PRC and ensure that a chair is elected.
 3. The Department Chair may submit a separate recommendation concerning retention, tenure, and/or promotion under the following conditions: The Department Chair must be tenured and the Department Chair must be of equal or higher rank than the level of promotion requested by the Candidate.¹¹ The Department Chair's review runs concurrently with the PRC review. When a Department Chair chooses to make a separate recommendation in a given year, the Chair must do so for all Candidates in the Department in that year for which the Chair is eligible to submit a recommendation. In this case, Department Chairs shall have the additional responsibilities indicated

¹¹ When the Department Chair is eligible to write recommendations for some Candidates and not others (e.g., Department Chair is a tenured Associate Professor eligible to submit separate recommendations for tenure and promotion to Associate Professor, but not for full Professor/Librarian), the Department Chair will notify the Custodian of the File. The Custodian of the File will insert a letter into the WPAF of those Candidates for whom the Department Chair is ineligible to make recommendations that explains the reason that no Department Chair letter was submitted to the file.

below. If the Department Chair is a member of the PRC, the Chair may not make a separate recommendation.

- a. During the time specified for this activity, the Department Chair shall review the file for completeness. Within seven days of the submission deadline the Department Chair shall:
 - 1) Submit a letter to the Custodian of the File outlining material that is lacking. The custodian notifies the faculty member.
 - 2) Add any existing material missing from the file that the faculty member did not add. The Department Chair must add the required evidence, but may choose not to add the non-mandatory additional evidence requested.
 - b. The Department Chair may determine whether to request external review of the file. In the case of external review request, see Appendix C for responsibilities and timetable.
 - c. Consistent with the CBA, the Department/Unit/College/Library/School/SSP-AR RTP documents and the RTP Timetable, the Department Chair shall review and evaluate the WPAF of each ~~candidate~~Candidate for retention, tenure, and promotion.
 - d. The Department Chair may write a recommendation with supporting arguments to “The file of [the faculty member under review].” The Department Chair’s recommendation is a separate and independent report from that of the PRC.
 - 1) The recommendation shall be based on the contents of the WPAF. (15.12.c)
 - 2) The recommendation clearly shall endorse or disapprove of the Candidate’s retention, tenure, and/or promotion.
 - e. The Department Chair shall submit the recommendation to the Custodian of the File by the deadline specified in the RTP Timetable.
 - f. The Candidate may request a meeting with the Department Chair within ~~seventeen~~ (10) days of receipt of the Department Chair’s recommendation (15.5). If a meeting is requested, the Department Chair shall attend the meeting. No formal, written response is required subsequent to this meeting.
 - g. The Department Chair may respond to a Candidate’s written rebuttal or response within ~~seventeen~~ (10) days of receipt. No formal, written response to a ~~candidate~~Candidate rebuttal or response is required.
 - h. Should the P & T Committee call a meeting of all previous levels of review, the Department Chair shall attend and revise or reaffirm her/his recommendation. The Department Chair shall then submit in writing her/his recommendation to the Custodian of the File consistent with the RTP Timetable.
 - i. The Department Chair shall maintain confidentiality of the file, of deliberations and recommendations. (~~15.10 and 15.11~~)
 - j. When Department Chairs submit a separate recommendation for Candidates in their Departments, they are ineligible to serve on Peer Review Committees in their respective Departments, but may serve on PRC’s in other Departments. Department Chairs, like other parties to the review, may not serve at more than one level of review.
4. If a Department Chair chooses not to make a separate recommendation, then the Chair may serve on any Peer Review Committees within her or his academic unit.
 5. If any stage of a Performance Review has not been completed according to the RTP Timetable, the WPAF shall be automatically transferred to the next level of review or appropriate administrator and the Candidate shall be so notified. (~~15.446~~)

C. Election and Composition of the Peer Review Committee (PRC)

1. The Department or appropriate academic unit is responsible for determining the size and election conditions of the PRC. The Department Chair shall ensure that there is an election of a PRC. Where no Department Chair exists, the department or appropriate faculty governance unit will ensure that there is an election of a PRC. (See IV.B.1. and 2. above.)
2. The PRC shall be composed of at least three full-time tenured faculty elected by tenure-track faculty in the Candidate’s department (or equivalent), with the chair elected by the committee. That is, if there are enough eligible faculty members in a department or program, members of the Peer Review Committee are elected from these areas. If not, the department or program shall elect Peer Review Committee members from eligible university faculty in related academic disciplines. (~~15.3540~~)

3. In the case of a faculty member with a joint appointment, the Peer Review Committee shall include when possible representatives from both areas with a majority of members on the committee elected from the Department or program holding the majority of the faculty member's appointment. If a faculty member holds a 50/50 joint appointment, the committee will have representatives from both departments.
4. Peer Review Committee members must have higher rank/classification than those being considered for promotion.
5. Candidates for promotion are ineligible for service on promotion or tenure Peer Review Committees.
6. Each College/Library/School/SSP-AR shall adopt procedures for electing a Peer Review Committee from the eligible faculty. These procedures must follow the guidelines of the CBA. (15-4035)

D. —Responsibilities of the Peer Review Committee (PRC)

1. The PRC shall review the WPAF for completeness. Within seven days of the submission deadline the PRC shall:
 - a. Submit a letter to the Custodian of the File outlining material that is lacking. If no WPAF has been submitted, the PRC shall submit a letter to the Custodian of the File within the same deadline indicating that the WPAF is lacking.
 - b. Add any existing required material missing from the WPAF that the Candidate has not added via the COF. (15-42).
 - c. Add any additional existing material with written consent of the Candidate.
 - d. Request any irrelevant material to be removed from the WPAF.
2. The PRC shall determine whether to request external review of the WPAF. In the case of an external review request, see Appendix C for responsibilities and timeline.
3. Consistent with the CBA, the Department/College/Library/School/SSP-AR RTP standards/ documents, the University RTP document, and the RTP Timetable:
 - a. The PRC shall review and evaluate the WPAF of each Candidate for retention, promotion, and/or tenure.
 - b. Each committee member shall make an individual evaluation prior to the discussion of any specific case.
4. The PRC shall meet as an entire committee face-to-face. In these meetings, each member shall comment upon the ~~candidate~~ Candidate's qualifications under each category of evaluation.
5. The PRC shall write a recommendation with supporting arguments to "The file of [the faculty member under review]." (See Appendix E.) The PRC's recommendation is a separate, independent report from that of the Department Chair.
 - a. The recommendation shall be based on the contents of the WPAF. (15-42-e)
 - b. The recommendation clearly shall endorse or disapprove of the retention, tenure, and/or promotion.
6. Each recommendation shall be approved by a simple majority of the committee. To maintain confidentiality, the vote for recommendations shall be conducted by printed, secret ballot. (See Appendix D.) The report of the vote shall be anonymous. Committee members may not abstain in the final vote. The vote tally shall not be included in the letter. Dissenting opinions shall be incorporated into the text of the final recommendation. When the vote is unanimous, the report shall so indicate. All members of the committee shall sign the letter. (See Appendix E.)
7. The PRC shall submit the recommendation to the Custodian of the File by the deadline specified in the RTP Timetable.
8. Should the ~~candidate~~ Candidate call a meeting within ~~seventeen~~ (10) days of receipt of the PRC's recommendation, the PRC shall attend the meeting. (15-5) -No formal, written response is required subsequent to this meeting.
9. The PRC may respond to a ~~candidate~~ Candidate's written rebuttal or response within ~~seventeen~~ (10) days of receipt of rebuttal. No formal, written response to a ~~candidate~~ Candidate rebuttal or response is required.
10. Should the P & T Committee call a meeting of all previous levels of review, the PRC shall attend and revise or reaffirm their recommendation. The PRC shall then submit in writing their recommendation to the Custodian of the File consistent with the RTP Timetable.

- 585 | 11. The PRC shall maintain confidentiality of the file, of deliberations and recommendations (15);
586 | ~~pursuant to articles 15.10 and 15.11 of the CBA.~~
587 | 12. If any stage of a Performance Review has not been completed according to the RTP Timetable, the
588 | WPAF shall be automatically transferred to the next level of review or appropriate administrator
589 | and the faculty unit employee shall be so notified. ~~(15-4641)~~

590 | E. —Responsibilities of the Dean/Director

- 591 | 1. The Dean/Director shall review the file for completeness. Within seven days of the submission
592 | deadline, the Dean/Director shall:
593 | a. Submit a letter to the Custodian of the File outlining material that is lacking.
594 | b. If the requested missing material is not added, the Dean/Director shall have the COF insert
595 | that material. ~~(15-42)~~
596 | c. Request any irrelevant material to be removed from the WPAF.
597 | d. The Custodian of the File shall notify the faculty member of any material added to the file.
598 | 2. The Dean/Director shall determine whether to request external review of the file. In the case of an
599 | external review request, see Appendix C for responsibilities and timeline.
600 | 3. The Dean/Director shall review and evaluate the WPAF of each ~~candidate~~Candidate for retention,
601 | tenure, and/or promotion, consistent with the CBA, Department/Unit/College/Library/School/SSP-
602 | AR RTP document, the University RTP document, and the RTP Timetable.
603 | 4. The Dean/Director shall write a recommendation with supporting arguments addressed “To the file
604 | of [the name of the Candidate].”
605 | a. The recommendation shall be based on the contents of the WPAF. ~~(15-42-e)~~
606 | b. The recommendation shall clearly endorse or disapprove retention, tenure and/or promotion.
607 | 5. The Dean/Director shall submit the recommendation to the Custodian of the File by the deadline
608 | specified in the RTP Timetable.
609 | 6. Should the ~~candidate~~Candidate call a meeting within ~~seventen~~ (10) days of receipt of the
610 | Dean/Director’s recommendation ~~(15-5)~~, the Dean/Director shall attend the meeting. No response
611 | is required.
612 | 7. Should the ~~candidate~~Candidate submit a rebuttal or response, the Dean/Director may respond to the
613 | rebuttal in writing within ~~seventen~~ (10) days of receipt. No formal, written response to the
614 | ~~candidate~~Candidate’s rebuttal or response is required.
615 | 8. Should the Promotion and Tenure Committee call a meeting of all the previous levels of review, the
616 | Dean/Director shall attend and revise or reaffirm her/his recommendation. The Dean/Director shall
617 | then submit, in writing, her/his recommendation to the Custodian of the File.
618 | 9. The Dean/Director shall maintain the confidentiality of deliberations and recommendations
619 | ~~(15)pursuant to articles 15.10 and 15.11 of the CBA.~~
620 | 10. If any stage of a Performance Review has not been completed according to the RTP Timetable, the
621 | WPAF shall be automatically transferred to the next level of review or appropriate administrator
622 | and the faculty unit employee shall be so notified. ~~(15-4641)~~

623 | F. Composition of the Promotion and Tenure (P & T) Committee¹²

- 624 | 1. The University Promotion and Tenure Committee shall be composed of seven members: six
625 | tenured Full Professors and one -tenured Full Librarian elected in accordance with the rules and
626 | procedures of the Academic Senate. Candidates for election to the Committee shall be voting
627 | members of the Faculty as defined in the by-laws of the CSUSM Academic Senate.
628 | 2. The six Professors shall be elected as follows: One (1) -from the College of Education, Health, and
629 | Human Services; one (1) from the College of Business Administration; two (2) from the College of
630 | Humanities, Arts, Behavioral and Social Sciences (these must come from different Divisions within
631 | the College), one (1) from the College of Science and Mathematics; and one (1) university-wide at-
632 | large member. When SSP-ARs are under review a member of SSP-AR III will be added to the P &
633 | T Committee for the SSP-AR review only.
634 | 3. For various reasons of ineligibility, the Promotion and Tenure Committee may lack the full set of
635 | members. If Committee membership falls below five, the Senate shall hold a replacement election
636 | or an at-large election as appropriate to ensure a minimum of five members for the Committee.

¹² These minor temporary policy changes are reflective of the university restructure of 2011-2012 with the Academic Senate intent of being in place for one year. The changes will be reviewed in 2012-2013 and revised if necessary.

- 637 Faculty with specified roles in assessing, directing, or counseling faculty in relation to their
638 professional responsibilities are ineligible for service (e.g., Director of General Education, Director
639 of the Faculty Center).
- 640 4. Each year, the members of the Committee shall elect the Chair. They will hold this election during
641 the spring semester preceding the year of service on the Committee.
- 642 5. Members of the Promotion and Tenure Committee are ineligible to serve at any other level of
643 review. That is, they cannot make recommendations as Department Chairs or members of Peer
644 | Review Committees for any ~~candidate~~Candidates during their term as members of the Promotion
645 and Tenure Committee.

646 G. Responsibilities of the Promotion and Tenure Committee

- 647 | 1. The P & T Committee shall review for completeness each file from all ~~candidate~~Candidates for
648 promotion and/or tenure. In order to complete this review within seven days of the submission
649 deadline, the Chair shall assign two members of the Committee to each file. These members will
650 report their findings to the Chair within the specified deadline.
- 651 2. The P & T Committee shall identify, request and provide existing materials related to evaluation
652 which do not appear in the file and request that any irrelevant material be removed from the file. In
653 | cases where the Committee members request that the ~~candidate~~Candidate add or remove material to
654 the file, this request shall be made in writing to the Custodian of the File within the specified
655 deadline. In cases where the Committee members add material to the file via the COF, they shall
656 | do so within the specified deadline. The Custodian of the File shall inform the ~~candidate~~Candidate
657 of this addition.
- 658 3. The P & T Committee shall determine whether to request external review. The members assigned
659 to review each file for completion shall arrive at an independent assessment of the need for external
660 review. The full Committee shall meet at the end of this initial review period to determine the need
661 for external review. The Committee shall conduct a simple majority vote to determine whether or
662 not an external review shall be requested. In the case of external review, see Appendix C for
663 External Review.
- 664 4. Consistent with the CBA, the Department/Unit/Library/School/SSP-AR RTP standards/documents,
665 the University RTP document and the RTP timetable, the P & T Committee shall review and
666 | evaluate the WPAF of each ~~candidate~~Candidate for tenure and/or promotion. Each committee
667 member shall make an individual assessment prior to the discussion of any specific case.
- 668 5. The P & T Committee shall meet as an entire committee face-to-face concerning each of the
669 | WPAFs. In these meetings, each member shall comment upon the ~~candidate~~Candidate's
670 qualifications under each category of evaluation.
- 671 6. The P & T Committee shall write a clear recommendation, addressed "To the file of [the
672 | ~~candidate~~Candidate]" with supporting arguments. (See Appendix E.) Each recommendation shall
673 be approved by a simple majority of the committee. The Chair shall vote. Because the CBA states
674 that "[t]he end product of each level of a Performance Review shall be a written recommendation,"
675 | (15-4045) a report of a tie vote does not constitute an acceptable action of the Committee. The P &
676 T Committee must recommend for or against promotion and/or tenure.
- 677 7. The report of the vote shall be anonymous. Committee members may not abstain in the final vote.
678 The vote tally shall not be included in the letter. Dissenting opinions shall be incorporated into the
679 text of the final recommendation. When the vote is unanimous, the report shall so indicate. All
680 members of the committee shall sign the letter.
- 681 8. The P & T Committee shall provide a copy of the recommendation to the Custodian of the File by
682 the deadline specified in the RTP Timetable.
- 683 | 9. Should the ~~candidate~~Candidate call a meeting within ~~seventen~~ (10) days of receipt of the P & T
684 Committee's recommendation, the P & T Committee shall attend the meeting. (15-5) No formal
685 written response is required subsequent to this meeting.
- 686 | 10. Should the ~~candidate~~Candidate submit a rebuttal or response, the P & T Committee may respond to
687 the rebuttal or response in writing within ~~seventen~~ (10) days of receipt. No formal written response
688 | to the ~~candidate~~Candidate's rebuttal or response is required.
- 689 11. When there is disagreement in the recommendations at any level of review, the P & T Committee
690 shall call a conference involving all levels of the review, i.e., the Department Chair, the Peer
691 Review Committee, the Dean, and the Promotion and Tenure Committee itself. The P & T
692 Committee shall schedule this meeting within seven days after the designated deadline for the

- 693 | ~~candidate~~Candidate to respond to the Promotion and Tenure Committee's recommendation. All
694 | members of the P & T Committee shall attend this meeting.
695 | 12. Subsequent to such a meeting, the P & T Committee shall revise or reaffirm their
696 | recommendations. The P & T Committee shall then submit in writing their recommendation to the
697 | Custodian of the File consistent with the RTP Timetable.
698 | 13. The P & T Committee shall maintain confidentiality of the file, of deliberations and
699 | recommendations, ~~(15) pursuant to articles 15.10 and 15.11 of the CBA.~~
700 | 14. If the P & T Review has not been completed according to the RTP Timetable, the WPAF shall be
701 | automatically transferred to the next level of review and the faculty unit employee shall be so
702 | notified. ~~(15-4641)~~

703 | H. Responsibilities of the President or Designee¹³

- 704 | 1. The President shall announce the RTP Timetable after recommendations, if any, by the appropriate
705 | faculty committee. ~~(14-4, 15-4)~~
706 | 2. The President shall follow the specific deadlines outlined for various personnel actions in
707 | ~~Articles provisions 13.11, 13.12, 13.17, and 14.9~~ of the CBA.
708 | 3. The President may review for completeness each file from all ~~candidate~~Candidates for promotion
709 | and/or tenure.
710 | 4. The President may identify, request and provide existing materials related to evaluation which do
711 | not appear in the file and request that any irrelevant material be removed from the file. In cases
712 | where the President requests that the ~~candidate~~Candidate add or remove material to the file, this
713 | request shall be made in writing to the Custodian of the File within the specified deadline. In cases
714 | where the President adds material to the file via the COF, it shall be done within the specified
715 | deadline. The Custodian of the File shall inform the ~~candidate~~Candidate of this addition.
716 | 5. The President shall consider a decision in relation to external review. Both the President and the
717 | faculty member undergoing review must agree to external review.
718 | 6. The President shall review and consider the Performance Review recommendations and relevant
719 | material and make a final decision on retention, tenure, or promotion. For probationary employees
720 | holding a joint appointment in more than one Department, the President shall make a single
721 | decision regarding retention, tenure, or promotion. ~~(13-10, 13-15, 14-8, 15-42)~~
722 | 7. The President shall review and consider the Performance Review recommendations and, relevant
723 | material and information, ~~[and the availability of funds for promotion – not in the CBA].~~ ~~(14-8)~~
724 | 8. Should the President make a personnel decision on any basis not directly related to the professional
725 | qualifications, work performance, or personal attributes of the individual faculty member in
726 | question, those reasons shall be reduced to writing and entered into the Personnel Action File and
727 | shall be immediately provided the faculty member. ~~(11-9)~~
728 | 9. -The President shall provide a written copy of the decision with reasons to the Custodian of the File,
729 | who will provide it to the faculty member undergoing review and to all levels of review.
730 | 10. The President shall maintain confidentiality of the file, of deliberations and of recommendations,
731 | pursuant to articles ~~(15)-10 and 15.11 of the CBA.~~

732 | I. Responsibilities of the Custodian of the File

- 733 | 1. The Custodian of the File shall notify all Candidates, Department Chairs, and Deans one semester
734 | in advance of the scheduled required for reviews for retention, reappointment, tenure and/or
735 | promotion. In May, the COF shall notify all faculty members and the Deans/Director of the
736 | CSUSM RTP Timetable for the following academic year. The COF shall notify all Candidates that
737 | the Faculty Center, the Deans, Department Chairs or equivalents and other appropriate resources
738 | are available to provide advice, guidance, and direction in constructing their WPAF.
739 | 2. The COF shall provide each new faculty unit employee no later than fourteen ~~(14)~~ days after the
740 | start of fall semester written notification of the evaluation criteria and procedures in effect at the
741 | time of her/his initial appointment. In addition, ~~pursuant to CBA provision 15.3,~~ the faculty unit
742 | employee shall be advised of any changes to those criteria and procedures prior to the
743 | commencement of the evaluation process. ~~(12, 15-2)~~
744 | 3. The COF shall receive the initial file, and date and stamp the initial page of the file.
745 | 4. The COF shall maintain confidentiality of the files.

¹³ In the text that follows, "the President" should be understood to mean "the President or designee." The designee must be an Academic Administrator. (15.2) In the case of an SSP-AR review, the designee may be the Vice President of Student Affairs.

5. Only when dire circumstances exist may a WPAF be turned in late. The COF will determine what constitutes dire circumstances.
6. Within two working days of the end of the review for completeness, the COF shall notify the Candidate of the need to add required and additional documentation requested by the Department Chair, review committee chairs, or administrators. If the Candidate fails to submit the required materials and a reviewing party submits the materials, the COF will notify the Candidate of materials that others add to the file.
7. In cases where the Department Chair wishes to submit a separate recommendation, but is ineligible to make recommendations for all Candidates, the Custodian of the File will place a form letter into the WPAF of the Candidates not receiving a separate recommendation that explains the reason that no Department Chair letter was submitted to the file.
8. The COF shall notify the Candidate of any other additional items to be added to the file along with the Candidate's right to rebut or request deletion.
9. If a Candidate scheduled for review submits no WPAF, the COF shall place a letter in a file folder stating that no file was submitted. A copy of the letter will be sent to the appropriate Dean and the Candidate.
10. The COF shall ensure that all who review a file sign in each time they review the file. The COF shall maintain a log of action for each file.
11. -If any party of the review process, including the Candidate, indicates that they want an external review, the COF shall administer the process as outlined in the CBA (~~Article 15~~) and the University Retention, Tenure, and Promotion (RTP) documents. That is, the COF shall advise the President of the request ~~and obtain the consent of the Candidate and, -If if the request is approved by the President with the concurrence of the Candidate both are in agreement to have an external review,~~ the Custodian of the File shall administer the process.
12. The COF shall receive, process, and hold all recommendations and responses and/or rebuttals during each step of the process.
13. The COF shall monitor the progress of all evaluations ensuring that proper notification is given to the Candidate, each committee, and the appropriate administrators as specified in these procedures. The COF shall provide copies of the evaluations and recommendations to the ~~candidate~~ Candidates and the reviewing parties. The COF shall document each notification.
14. If the COF becomes aware of a possible violation of either of the CBA or RTP policy, the COF may advise the relevant parties as necessary and when appropriate.

V. PRINCIPLES FOR THE REVIEW PROCESS

A. General Principles

1. Faculty shall be evaluated in accordance with the Unit 3 CBA as well as standards approved for their Departments or equivalent units (when such standards exist), standards approved by their College/Library/School/SSP-AR, and in accordance with this policy. In case of conflict between the Department and College/Library/School/SSP-AR standards, the College/Library/School/SSP-AR standards shall prevail. The policies and procedures in this document are subject to Board of Trustees policies, Title 5 of the California Administrative Code, California Education Code, the Unit 3 CBA, and other applicable State and Federal laws.
2. Faculty members will present the relevant evidence in each category of performance. Each level of review is responsible for evaluating the quality and significance of all evidence presented.
3. Everyone, at all levels of review, shall read the Candidate's file.
4. Committee members shall work together to come to consensus.
5. Retention, tenure, and promotion of a faculty member always shall be determined on the basis of ~~professional~~ performance of professional responsibilities as defined by the CBA (20) and the University and Department/Unit/ College/Library/School/SSP-AR documents, demonstrated by the evidence in the WPAF. In the evaluation of teaching performance, student evaluation forms shall not constitute the sole evidence of teaching quality. No recommendation shall be based on a Candidate's beliefs, nor on any other basis that would constitute an infringement of academic freedom.
6. The Candidate shall have access to her/his WPAF at all reasonable times except when the WPAF is actually being reviewed at some level.

7. Prior to the final decision, ~~candidate~~Candidates for promotion may withdraw, without prejudice, from consideration at any level of review.
8. Maintaining confidentiality is an extremely serious obligation on the part of committee reviewers and administrators. All parties to the review need to be able to discuss a Candidate's file openly, knowing that this discussion will remain confidential. All parties to the review shall maintain confidentiality, respecting their colleagues, who, by virtue of election to a personnel committee, have placed their trust in each other. Deliberations and recommendations pursuant to evaluation shall be confidential. (15) -There may be a need for the parties to the review to discuss the Candidate's file with other levels of review when all levels do not agree. Also, the Candidate may request a meeting with parties to the review at any level. These particular discussions fall within the circle of confidentiality and comply with this policy. Otherwise, reviewing parties shall not discuss the file with anyone. Candidates who believe that confidentiality has been broken may pursue relief under the CBA. (10)
9. Service in the personnel evaluation process is part of the normal and reasonable duties of tenured faculty, Department Chairs, and administrative levels of review. Lobbying or harassment of parties to the review in the performance of these duties constitutes unprofessional conduct. Other University policies cover harassment as well. The statement here is not intended to restrict the University in any way from fulfilling the terms of other policies that cover harassment.
10. When a probationary faculty member does not receive tenure following the mandatory sixth year review, the University's contract with the individual shall conclude at the end of the seventh year of service, unless the faculty member is granted by the President a subsequent probationary appointment or a terminal year appointment~~by the President~~. (13-~~18~~17)

B. Standards Applied in Different Types of Decisions

1. Review for Retention of Probationary Faculty
- Whenever a probationary faculty member receives reappointment, CSUSM shall provide to the Candidate a review that identifies any areas of weakness.
 - To the extent possible and appropriate, the University should provide opportunities to improve performance in the identified area(s).
2. Review for Granting of Tenure
- The granting of tenure requires a more rigorous application of the criteria than reappointment.
 - A Candidate for tenure at CSUSM shall show sustained high quality achievement in support of the Mission of the University in the areas of teaching, research and creative activity, and service (for teaching faculty and librarians) or in the primary duties as assigned in the job description, continuing education/professional development, and service (for Librarians and SSP-ARs).
 - Normally, tenure review will occur in the sixth year of service at CSUSM or one or two years earlier in cases where the Candidate has been granted service credit. Tenure review prior to the normal year of consideration requires clear evidence that the Candidate has a sustained record of achievement that fulfills all criteria for tenure as specified in University, College/Library/School, and Department standards.
 - An earned doctorate or an appropriate terminal or professional degree that best reflects the standard practices in an individual field of study is required for tenure. In exceptional cases, individuals with a truly distinguished record of achievement at the national and/or international level will qualify for consideration for purposes of granting tenure. An ad hoc committee consisting of three members jointly appointed by the Chair of the Promotion and Tenure Committee and the Department Chair shall judge all exceptions. This ad hoc committee shall make a recommendation to the President for or against awarding tenure.
3. Review for Promotion
- Promotion to Associate Professor, Associate Librarian or SSP-AR II requires a more rigorous application of the criteria than reappointment.
 - Promotion to the rank of Professor, Librarian or SSP-AR III shall require evidence of substantial and sustained professional growth at the Associate rank as defined by University, College/Library/School/SSP-AR, and Department standards.
 - In promotion decisions, reviewing parties shall give primary consideration to performance during time in the present rank. Promotion prior to the normal year of consideration requires clear evidence that the Candidate has a sustained record of achievement that fulfills all criteria

for promotion as specified in University, College/Library/School, and Department standards. For early promotion, a sustained record of achievement should demonstrate that the ~~candidate~~Candidate has a record comparable to that of a ~~candidate~~Candidate who successfully meets the criteria in all three categories for promotion in the normal period of service.

4. College/Library/School/SSP-AR Standards

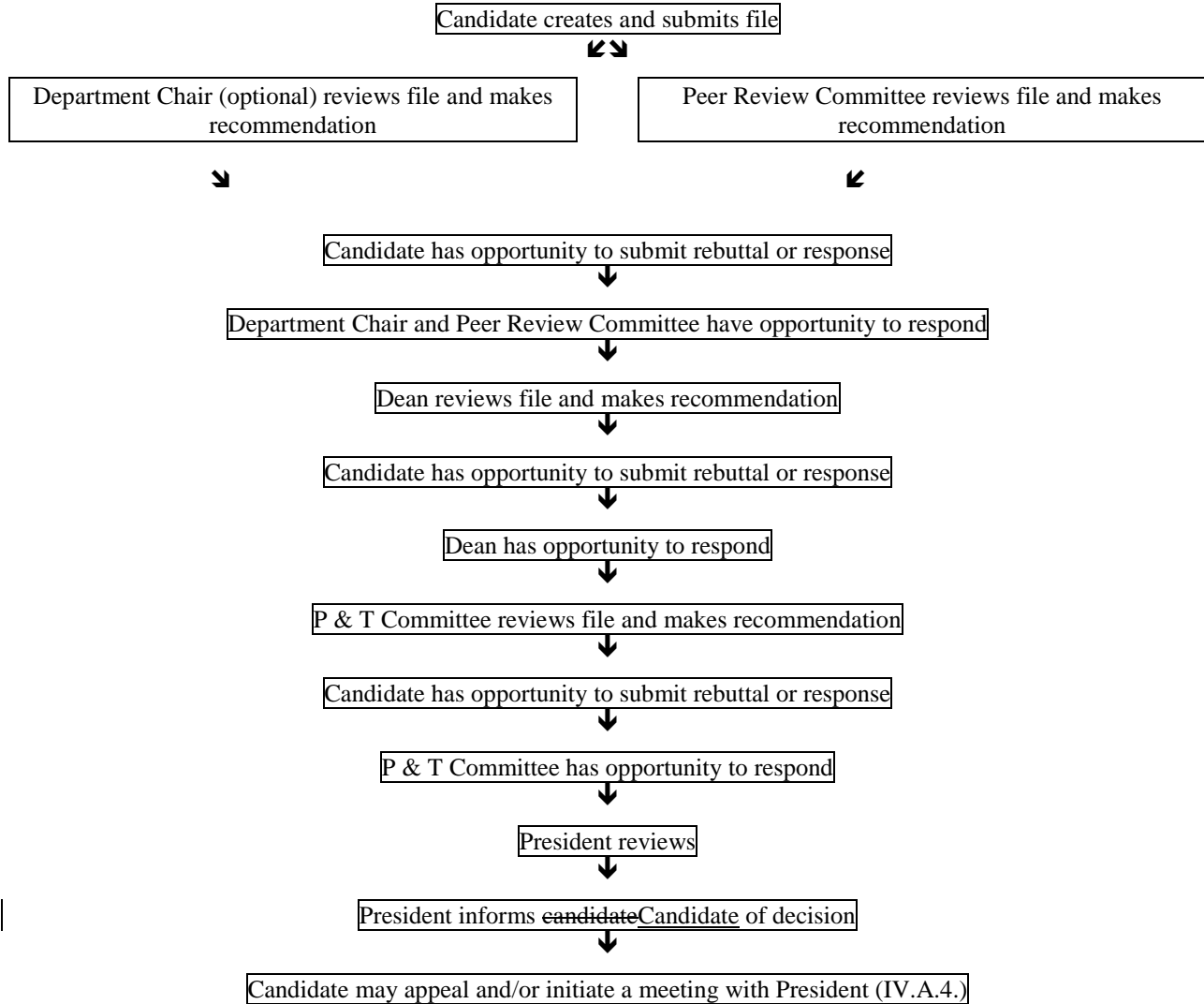
- a. A College or equivalent unit shall develop standards for the evaluation of faculty members of that College or equivalent unit.
- b. College or equivalent unit standards shall not conflict with law, the Unit 32 CBA or University policy. In no case shall College standards require lower levels of performance than those required by law or University policy.
- c. Written College or equivalent unit standards shall address:
 - 1) Those activities which fall under the categories of Teaching Performance, Scholarly and Creative Activity, and Service;
 - 2) A description of standards used to judge the quality of performance;
 - 3) The criteria employed in making recommendations for retention, tenure, and promotion.
- d. These standards shall be reviewed by the Faculty Affairs Committee for compliance with university, CSU, and Unit 3 CBA policies and procedures. Once compliance has been verified, the College/Library/School/SSP-AR standards will be recommended to the Academic Senate for approval.

5. Departmental Standards

- a. A Department or equivalent unit may develop standards for the evaluation of faculty members of that Department or equivalent unit.
- b. Department or equivalent unit standards shall not conflict with law or University policy. In no case shall Department standards require lower levels of performance than those required by law or University policy.
- c. Written Department or equivalent unit standards shall address:
 - 1) Those activities which fall under the categories of Teaching Performance, Scholarly and Creative Activity, and Service;
 - 2) A description of standards used to judge the quality of performance;
 - 3) The criteria employed in making recommendations for retention, tenure, and promotion.
- d. The Dean/Director of the College/Library/School/SSP-AR shall review the Department standards for conformity to College/Library/School/SSP-AR standards. If the Dean finds it in conformance, the Dean will forward the Department standards to the Faculty Affairs Committee. The Faculty Affairs Committee has the responsibility to verify and ensure compliance with university, CSU, and Unit 3 CBA policies and procedures. Once compliance has been verified, the Department standards will be forwarded to the Provost for review. The Provost will provide the Faculty Affairs Committee with a recommendation (with explanation) regarding approval of the Department standards. The Faculty Affairs committee will base its approval of the standards on its own review and the recommendation of the Provost. Once approved, Department standards will be forwarded to Academic Senate as an information item. Departments or equivalent units shall follow this approval process each time they wish to change their standards.

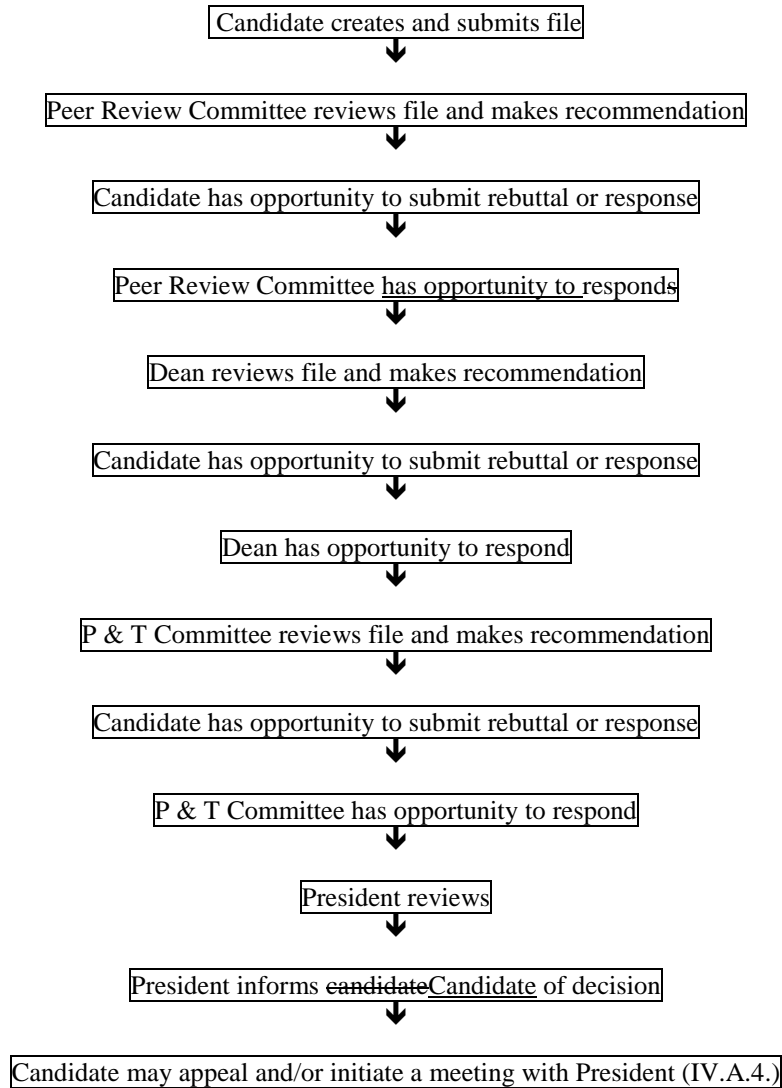
APPENDIX A

STEPS IN THE RTP REVIEW PROCESS WHEN THERE IS A DEPARTMENT CHAIR



APPENDIX B

STEPS IN THE RTP REVIEW PROCESS WHEN THERE IS NO DEPARTMENT CHAIR



APPENDIX C
EXTERNAL REVIEW PROCESS

I. Initiation of a Request for External Review

- A. A request for an external review of materials submitted by a Candidate for retention, promotion, and/or tenure may be initiated at any level of review by any party to the review, including the Candidate. Such a request shall document (1) the special circumstances which necessitates an outside review, and (2) the nature of the materials needing the evaluation of an external reviewer. The request must be approved by the President with the concurrence of the Candidate ~~faculty unit employee.~~ (15-12d)
- B. If any party of the review process, including the ~~candidate~~ Candidate, indicates that they want an external review, the COF shall administer the process as outlined in the CBA (Article 15-12d). ~~The Custodian of the File shall administer the process.~~

II. Procedure for Selection of External Reviewers

- A. The faculty member being considered shall provide a list of five names of experts in the corresponding field of scholarly or creative inquiry. A brief description of the proposed evaluators' fields, institutional affiliations and professional records shall be included with the list.
- B. The Peer Review Committee shall select the external reviewers. The PRC may accept the entire list of five names provided by the Candidate. Alternatively, the PRC may select only three of the names from the list of five. When it selects three names, the PRC also may choose to add up to two additional reviewers. Thus, the PRC shall select a minimum of three external reviewers provided by the Candidate and a maximum of two that it provides, forming a list of three to five external reviewers. When selecting reviewers other than those recommended by the Candidate, the PRC must justify that action in a written statement. Should the Candidate wish to challenge the choices, she/he may provide a written rebuttal. In such cases, the President shall decide on the final list of external reviewers.
- C. Criteria for selection of external reviewers shall include the following. The reviewer must:
1. Be active in the same specialized area of scholarly or creative work;
 2. Hold a professional affiliation approved by peer review committee;
 3. Be at a rank greater than the faculty member, if affiliated with an academic institution; and
 4. Be neither a collaborator nor co-author of any publication or funded research proposal, nor a close friend.
- D. It is the responsibility of the Peer Review Committee to determine that criteria for selection of external reviewers have been satisfied.
- E. The COF is charged with managing the process of external review. The COF shall solicit external reviews, receive the documents, and place them in the WPAF. The COF shall request external reviewers to respond in a timely manner. When a solicited external review does not receive a timely response, the COF shall insert a letter into the file stating that the external reviewer did not respond by the requested time.

APPENDIX D: SAMPLE BALLOT FOR THE PRC

Candidate has requested consideration for the following action: Promotion to Associate Professor/Associate Librarian/SSP-AR II; Promotion to Professor/Librarian SSP-AR III; Tenure.

Please vote below on the appropriate action.

Promotion to Associate Professor/Associate Librarian/ SSP-AR II _____ Yes _____ No

Promotion to Professor/Librarian/SSP-AR III _____ Yes _____ No

Tenure _____ Yes _____ No

APPENDIX E: MEMORANDUM

DATE: <date>

TO: WPAF for <Candidate's name>

FROM: Peer Review Committee <or P & T Committee>

<Committee members' names with initial line such as:>

Harvey Goodfellow _____

Shirley U. Gest _____

Betta B. Great _____

RE: Request for <retention, tenure, promotion, etc.>

The Committee <unanimously> or <by simple majority> <recommends/does not recommend> <name of Candidate> for <request>.

Attached please find the complete narrative portion of the recommendation.

BLP/UCC: SoE Global teacher studies & preparation certificate proposal

BLP REPORT: The Budget and Long Range Planning Committee (BLP) has reviewed the P-Form for a proposed teaching certificate program, "Global Teacher Studies & Preparation." We thank faculty proposer Carol Van Vooren for prompt and 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. If approved by the Academic Senate during the Spring 2013 term, the program will presumably be launched in Fall 2013.

Program Demand: Detailed projections are not typically provided in P-forms for certificate programs. The proposal describes this program as building upon the existing International Baccalaureate Certificate in Teaching in Learning, a 10-unit program offered through Extended Learning. The new certificate would include the current program's requirements plus 2 additional units (thus making students in the new program eligible for financial aid). The additional 2 units are provided by existing School of Education courses on educational technology.

Resource Implications:

Extended Learning Delivery: All of the courses included in this program already exist, and all are delivered via Extended Learning. Extended Learning projects a per-unit tuition fee of \$350, with a target of 30 students.¹⁴

Faculty: No new tenure-track faculty hires are anticipated to support this program. The program coordinator is currently a tenure-track faculty member in the School of Education who already coordinates the existing International Baccalaureate program. Two lecturers provide additional International Baccalaureate courses. Three tenure-track faculty members contribute to the existing educational technology courses that will be included in this new program, and additional lecturers are hired as necessary to offer the requisite courses.

Staff: BLP anticipates that the enrolled students will require advising, and all advising will be staffed and funded via Extended Learning.

Library: No additional Library resources are requested with this proposal. It should be anticipated that existing journal subscriptions will be sufficient to support this program. Additionally, no specific requests for Library instruction for program courses are anticipated at this time. *BLP emphasizes that, as a self-support program, any additional program needs must be detailed so that appropriate course fees can be established.* And, if student demand necessitates additional sections and Library subscriptions and/or other support, that these must be detailed to Extended Learning in order to be requested and to be built into the student fee structure.

Potential Impact on Other Programs:

No signatures from other programs are indicated on the P-form; however, the program's proposer also serves as coordinator for the most closely related academic program (International Baccalaureate). We read this as indicating IB's support of the program proposed here.

¹⁴ A full breakdown of 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.

UCC REPORT: In April, after careful review and extensive discussion with the originators and among UCC members, UCC approved 12 unit [Global Teacher Studies and Preparation Certificate](#). This certificate is based on the existing 10-unit International Baccalaureate Certificate in Teaching and Learning. Students who finish all IB courses can also receive [Global Teacher Studies and Preparation Certificate](#) if they complete any two of the following existing one-unit online courses: EDST 643, 644, 646, 647, 648, 649. The additional two units will help students learn to implement technology in their classroom.

For the complete curriculum associated with this proposal, visit the Curriculum Review website, under COEHHS, line 103:

http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2012-13_curriculum.html#COEHHS

Proposed Catalog Language for the CSUSM Global Teacher Studies and Preparation Certificate

The IB Certificate in Teaching and Learning is a 10-unit program that is authorized by the International Baccalaureate. Students seeking both IB and university certification will enroll in a 12-unit course of study that fulfills not only the International Baccalaureate (IB) professional development requirement for program authorization and evaluation in IB schools, but also meets the requirement for University Certification. Completion of either the Primary Years or the Middle Years curriculum prepares students working towards teacher credentialing, newly credentialed teachers, experienced teachers, and school site administrators to teach in an IB school.

Primary Years:

	Units
EDUC 630	3
EDUC 632A	2
EDUC 631	3
EDUC 632B	2
Select 2 classes listed below	2 (additional for 12 unit program)

Middle Years:

EDUC 633	3
EDUC 632A	2
EDUC 634	3
EDUC 632B	2
Select 2 classes listed below	2 (additional for 12 unit program)

Additional one-unit classes to fulfill two more units in the certificate program

EDST 633: Topics in Education

EDST 643: Using Mobile Technologies for Teaching and Learning

EDST 644: Social Media and Personal Learning Networks in Education

EDST 646: Digital Citizenship in the Classroom

EDST 647: Adventures in Geocaching

EDST 648: Cloud Computing for Education

EDST 649: Implementing Adaptive Technology in the Classroom

No new courses are proposed for the Global Teacher Studies and Preparation Certificate.