

AGENDA
ACADEMIC SENATE MEETING
Wednesday, November 4, 2015
1 – 2:50 p.m.
Kellogg Library Reading Room – KEL 5400

- I. Approval of Agenda
- II. Approval of Minutes – 10/7/15
- III. Chair's Report: Deborah Kristan
Referrals to Committees (attached)
- IV. Vice Chair's Report – Michael McDuffie
- V. Secretary's Report – Laurie Stowell
Approved: Assigned Time for Exceptional Levels of Service to Students Policy – 10/8/15
- VI. President's Report: Karen Haynes
- VII. Provost's Report: Graham Oberem
- VIII. ASCSU Report: David Barsky/Glen Brodowsky
- IX. CFA Report: Darel Engen
- X. ASI Report: Jamaela Johnson
- XI. Consent Calendar * (attached) **Page 2**
 - NEAC Recommendations
 - UCC: Program/Course Changes Proposals Approved at UCC
Program/Course Changes Approved at College
Curriculum Reconciliation Approved at UCC
- XII. Action Items *Items scheduled for a vote, including second reading items.*
None
- XIII. Discussion Items *Items scheduled for discussion, including first reading items.*
 - A. APC: Ethnic Studies Task Force Draft Report (postponed)
 - B. FAC: Sabbatical Policy* (attachment) **Page 4**
 - C. SAC: Internship Policy* (attachment) **Page 12**
- XIV. Presentations
 - A. CSUSM Sustainability Presentation #3: Review of Courses Infused with Sustainability –
Juliana Goodlaw-Morris, Sustainability Manager **2:00 PM Time Certain**
 - B. Curriculog – Regina Eisenbach, Dean, Academic Programs (attachment) **Page 15**
- XV. Standing Committee Reports (written, as attached)
- XVI. Senators' Concerns and Announcements

REFERRALS TO COMMITTEES

Committee	Referral	Date
FAC	Use of 'a university' in Service Credit in University RTP Document	10/28/15
NEAC	Update Position Titles (Article 6.14)	11/2/15

CONSENT CALENDAR

NEAC Recommendations

Committee	Seat and Term	Name
FAC Assigned Time Review/Selection Sub-Committee	CHABSS,, 15/16	Sharon Elise
FAC Assigned Time Review/Selection Sub-Committee	CEHHS, 15/16	Rodney Beauliu
FAC Assigned Time Review/Selection Sub-Committee	CoBA, 15/16	Soheila Jorjani

Programs/Courses Approved at UCC

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	To UCC	UCC Action
CHEM	200		Bridge to Organic Chemistry	C	Robert lafe	10/22/15	11/2/15
COMM	416		Scientific Communication in Biotechnology	C	Terri Metzger	10/5/15	10/12/15
ECON	403		Experimental Economics	C	Quinn Keefer	10/6/15	10/19/15
ENVS	390		Special Topics in Environmental Studies	C	Pamela Stricker	10/6/15	10/19/15
ENVS	495		Internship in ENVS	C	Pamela Stricker	10/6/15	11/2/15
ENVS	498		Independent Study in ENVS	C	Pamela Stricker	10/6/15	11/2/15
HIST	386		Haiti and World History	C	Alyssa Sepinwall	10/5/15	10/19/15
MIS	409		*Big Data Information Systems*	C	Chet Kumar	9/14/15	11/2/15
TS	250		Transfer Success for Veterans & Military	C	Joanne Pedersen	10/20/15	11/2/15
WMST	338		Sexualities, Gender Identities & Incarceration	C	Jodie Lawston	10/21/15	11/2/15

*Note: This course was opposed by the department of Computer Science.

Program/Course Changes Approved at the College

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Reviewed by Dean of AP/Chair of UCC
GBST	P-2		Global Studies B.A.	P-2	Elizabeth Matthews	11/2/15
MGMT	302		Foundations of Management	C-2	Jeffrey Kohles	10/12/15
PSYC	P-2		B.A. in Psychology	P-2	Sharon Hamill	10/12/15
SLP	691		Neuroscience for the SLP	C-2	Suzanne Moineau	10/19/15

Curriculum Reconciliation from CEHHS, approved at UCC 10/26/15:

KINE 301, 304, 305, 326, 390, 415, 425
MSW 541, 602, 635B, 695, 698

Curriculum Reconciliation from CHABSS, approved at UCC 11/2/15:

COMM 402
DNCE 200, 201, 311, 320, 324
ENVS 290, 320
LTWR 105, 107, 206,
MASS 450, 480, 495
PSCI 370, 392
SOC 313, 345, 347, 403, 449, 467, 469
VPA 101, 302
VSAR 102, 222, 302, 322, 329, 404, 433, 440
Minor in Art History: add VSAR electives

Rationale

Revise Professional Leave Policy to conform to CBA Section 27.8 regarding denial and
deferment of sabbatical leave. Update policy to reflect submission of electronic copies of
professional leave proposals.

Recommend inserting in call that service credit for full year sabbaticals are at 50%.

Sabbatical Leave

Procedure

I. AUTHORIZATION

Sabbatical leaves are authorized under Article 27 of the Collective Bargaining Agreement.

II. OBJECTIVE

Sabbatical leaves shall be for purposes that provide a benefit to CSUSM through scholarly research or creative activity, instructional improvement and/or faculty retraining. Such activities provide a crucial benefit to the instructional needs of CSUSM by improving the competency and enthusiasm of the faculty, by keeping the faculty up-to-date in their fields, and by bringing new ideas and concepts to the campus which will be shared with students and other faculty in and out of the classroom. Sabbatical activities also benefit society and promote the reputation of the university by giving CSUSM faculty a chance to refine ideas developed at CSUSM and spread them to the national and international creative, scholarly and educational communities.

III. ELIGIBILITY

A. Full-time faculty unit employee shall be eligible for sabbatical leave if:

1. The individual has served full-time for six (6) years at CSU San Marcos in the preceding seven (7) year period prior to the leave; and

2. The individual has served full-time at least six (6) years after any previous sabbatical leave or difference in pay leave.

B. Credit granted towards completion of the probationary period for service elsewhere shall also apply towards fulfilling the eligibility requirements for sabbatical.

C. A leave of absence without pay or service on an academic administrative appointment excluded from the bargaining unit shall not constitute a break in service for eligibility requirements.

38
39 D. For tenure track faculty, final approval of a sabbatical leave is contingent upon having earned
40 tenure.

41 **IV. SALARY**

42
43 The salary of a faculty employee on a sabbatical leave shall be in accordance with the following:

- 44 1. One (1) semester at full salary; or
45
46 2. Two (2) semesters at one-half (1/2) the full salary.
47

48 **V. SSP-ARs**

49
50 A. All full time SSP-ARs are eligible to apply for sabbaticals.

51
52 B. The process for SSP-ARs will be the same as it is for instructional faculty with the following
53 exceptions:

54 1. The Professional Leave Committee will evaluate the applications separately from the
55 instructional faculty and assign them to one of the categories identified in Section VII. C.

56 2. The Professional Leave Committee will submit their report to the Vice President for Student
57 Affairs instead of the Vice President for Academic Affairs.

58 **VI. APPLICATION PROCESS**

59
60 A. Sabbatical leaves are awarded the year prior to the sabbatical leave itself. Each spring
61 semester, faculty who are eligible to apply for a sabbatical leave shall be notified of their
62 eligibility and the application submission date for the Fall semester. A copy of the notification
63 shall be sent to the Dean and the Department Chair or equivalent. In order to facilitate resource
64 planning, faculty are asked to notify the Dean and Department Chair (or equivalent) as soon as
65 they make the decision to apply for a sabbatical leave.
66

67 B. An application for a sabbatical leave shall include the following:

68 1. A 3 to 5 page narrative which states the purpose of the sabbatical leave and gives a detailed
69 description of the applicant's plan of study, research, travel, and/or service. This narrative shall
70 include the following:

71 a. A full description of the proposed activities including a timeline, and, if appropriate, a
72 description of the methodology, and/or course of study (or other types of activities). The
73 activities proposed should be of a nature to clearly make full use of the applicant's working time
74 for the duration of the sabbatical leave.

75 b. An explanation of how the project positively impacts the applicant's professional development
76 (including the ability to carry out responsibilities at CSUSM). The applicant should put the

77 professional development into context. For example, if the proposed activity involves a course of
78 research, the applicant should explain whether it represents a continuation of ongoing research or
79 a change in direction; likewise, if the proposed activities are directed at instructional
80 improvement, the applicant should describe the courses which will benefit and how they will
81 benefit from the proposed activities.

82 2. A statement specifying the CSU resources (e.g., the need to use one's faculty office/lab, the
83 need to secure an internal grant, or the need for travel funds), if any, necessary to carry it out;
84

85 3. A statement of the time requested, which shall not exceed one (1) year;
86 (A sabbatical leave of two (2) semesters may be implemented within a two (2) consecutive year
87 period.)
88

89 4. A copy of the applicant's curriculum vitae and a copy of original reports for previous
90 sabbatical leaves (see Section IX.D., below).
91

92 5. Applicants who have been recommended for a sabbatical but not funded in any of the previous
93 two years may also include copies of previous recommendations from the Professional Leave
94 Committee for one or both of the previous two years.

95 6. A copy of the most recent previously approved sabbatical application and the related written
96 report describing accomplishments during the period of leave. (See IX D below.)

97 C. ~~There are two options for submitting the application. The application may be submitted as a~~
98 ~~PDF file to the Academic Resource Office must be submitted electronically to the Office of~~
99 ~~Faculty Affairs. Instructions for electronic submission will be provided by may be obtained~~
100 ~~from the Office of Faculty Affairs. A copy of the application must also be provided via email~~
101 ~~and to the Department Chair (or Equivalent Unit Lead).~~

102 ~~Alternatively, nine (9) copies may be submitted to the Professional Leave Committee via the~~
103 ~~Office of the Academic Senate. When submitted to the Office of the Academic Senate, the~~
104 ~~Office shall distribute seven copies to the Professional Leave Committee, one copy to the~~
105 ~~Associate Vice President for Academic Affairs—Academic Resources office and one copy to the~~
106 ~~applicant's department (or equivalent unit).~~
107

Comment [MH1]: Language changed for clarity and at Senate's request. Faculty have been submitting for the last couple years via a website link. It works really well and is easy to use. They also email a copy to their department.

108 D. A difference in pay leave may be filed simultaneously with a request for a sabbatical leave
109 according to academic unit policy and procedures but only one type of leave may be granted.
110

111 VII. EVALUATION PROCESS

112

113 A. A Professional Leave Committee shall review sabbatical applications, considering questions
114 related to the quality of the proposed sabbatical leave project.

115 1. The Professional Leave Committee shall be constituted as follows:

116 a. The Professional Leave Committee shall be elected on an annual basis by probationary and
117 tenured faculty unit employees.

118
119 b. The Professional Leave Committee shall be an all university committee composed of full-time
120 tenured professors.
121
122 c. NEAC will determine the number of members from each unit as appropriate. At least one
123 ~~member~~ ~~member~~ shall be elected from the faculty in each college and the Library by the eligible
124 faculty. The distribution of areas shall parallel that of the University Retention, Tenure, and
125 Promotion committee. One at-large representative shall be elected from the faculty as a whole.
126
127 d. Faculty unit employees applying for a sabbatical leave shall not be eligible for election to the
128 Professional Leave Committee.

129 2. The Professional Leave Committee shall use the following criteria listed in order of
130 importance in evaluating the merit of proposals:

131 a. The quality of the professional development of the applicant through scholarly research or
132 creative activity, instructional improvement and/or faculty retraining with no implied priority
133 among these (including the impact on the faculty member's ability to carry out his/her
134 responsibilities to CSUSM).
135
136 b. The quality of the proposal in terms of clarity, purpose, methods, and objectives.

137 3. The Professional Leave Committee shall group applications into the following categories:

138 a. *Highly Recommended*: Applications that indicate exceptionally high quality projects. The
139 expectation is that all Highly Recommended applications will be funded.
140
141 b. *Conditionally Recommended*: Applications that indicate high quality sabbatical leave projects.
142 The expectation is that funding of Conditionally Recommended applications will be based on the
143 availability of resources.
144
145 c. *Not Recommended*: Applications that do not ~~indicate~~ ~~indicate~~ high quality sabbatical leave
146 projects.
147
148 The Professional Leave Committee shall recommend against all applications whose proposed
149 activities are not of a nature to account for all of the applicant's working time for the duration of
150 the sabbatical leave.
151
152 The *Highly Recommended* category should be a small, select group. In no case should more than
153 25% of the proposals be assigned to this category.

154 4. The Professional Leave Committee shall rank order all applications in the *Conditionally*
155 *Recommended* Category (this information will not be included in the letter sent to the applicant).
156
157 5. The Professional Leave Committee shall submit a letter for each application to the Vice
158 President for Academic Affairs giving the following information (a) the category of
159 recommendation (Highly Recommended, Conditionally Recommended, or Not Recommend); (b)

160 the reasons for the recommendation, and (c) suggestions for improvement if Not Recommended.
161 The Professional Leave Committee shall also submit to the Vice President for Academic Affairs
162 the rank order of applications in the category.

163

164 A copy of this letter shall be given to the applicant. The applicant shall be informed that a
165 positive recommendation by the Professional Leave Committee does not guarantee that the
166 sabbatical Leave will be approved by the President.

167 **Applicants may respond in writing to the VPAA regarding the committee's**
168 **recommendation within two weeks of receipt of the recommendation.**

169 B. The Senate Office shall send a copy of the application to the faculty unit employee's
170 department (or equivalent unit). The department (or equivalent unit) shall provide a statement to
171 the Vice President for Academic Affairs (with a copy to the Dean) regarding the possible effect
172 on the curriculum and the operation of the department (or equivalent unit) should the employee
173 be granted a sabbatical.

174

175 C. The Vice President for Academic Affairs shall make a recommendation to the President
176 regarding each sabbatical leave application.

177 1. After reviewing the recommendations of the Professional Leave Committee, the Vice
178 President for Academic Affairs may meet and confer with the Professional Leave Committee for
179 clarification.

180

181 2. The Vice President for Academic Affairs, in consultation with the appropriate deans, shall
182 consider other campus program needs and campus budget implications. In particular, the
183 distribution of sabbatical leaves among different academic units may be considered (taking into
184 account such factors as the FTES, FTEF, number of eligible faculty, number of faculty applying,
185 and the number of faculty recommended by the Professional Leave Committee in each unit).

186

187 3. When resources do not allow funding of all sabbatical leaves of a given category or
188 subcategory of recommendation, the Vice President for Academic Affairs shall also take into
189 account the number of years (since the applicant's previous sabbatical leave, if any) an applicant
190 has been eligible for sabbatical leave as well as the number of years the applicant has been
191 recommended for a sabbatical leave by the Professional Leave Committee, but not awarded.

192

193 4. Arrangements may be developed by the department and approved by the President to
194 accommodate granting sabbatical leaves for faculty unit employees whose leaves have been
195 approved. Such arrangements may include rearranging workload within the department, and
196 other university funding. No faculty unit employee will be involuntarily required to work in an
197 overload situation by such arrangements.

198

199 5. The recommendation of the Vice President for Academic Affairs shall be forwarded to the
200 President with copies to the applicant, the Dean, the department (or equivalent), and the
201 Professional Leave Committee. The letter should contain reasons for the

202 ~~recommendation~~ recommendation.

203 | ~~tr~~

204 | **VIII. APPROVAL**

205 | ~~A. A-~~The President or the President's designee shall respond in writing to the applicant and shall
206 | include the reasons for approval or denial. If a sabbatical leave is granted, the response shall
207 | include any conditions of such a leave. A copy of this response shall be provided to the affected
208 | department (or equivalent unit), the Dean, the Vice President for Academic Affairs and the
209 | Academic Senate Office for the Professional Leave Committee.

210

211 | B. Final approval of a sabbatical leave shall not be granted until the applicant has filed with the
212 | President a suitable bond or an accepted statement of assets (not including PERS holdings)
213 | and/or a promissory note that is at least equal to the amount of salary paid during the leave.

214

215 | C. The guarantee posted shall indemnify the State of California against loss in the event the
216 | employee fails to render the required service in the CSU following return of the employee from
217 | the sabbatical leave.

218

219 | D. The guarantee posted shall immediately be canceled in full upon completion of required
220 | service or upon waiver of that service by mutual agreement of the faculty member and the CSU.

221

222 | E. A faculty unit employee whose leave request has been approved shall normally be granted that
223 | leave. A leave may be deferred by the President or the President's designee up to one year, in
224 | circumstances where the President or the President's designee determines that granting the
225 | sabbatical leave in the succeeding academic year would cause an undue hardship on the
226 | department's ability to offer its program (CBA 27).

227 | ~~tr~~

228 | ~~OR:~~

229 | ~~If a sabbatical leave is denied based on factors other than the merit of the proposed activities~~
230 | ~~(such as program needs), the faculty unit employee may request that the sabbatical leave be~~
231 | ~~deferred until the following academic year, at which point the leave, if the underlying conditions~~
232 | ~~supporting the proposed activities remain in effect, shall be granted. (See CBA 27.)~~

233 | **IX. FACULTY RESPONSIBILITIES**

234 | A. A faculty unit employee on a sabbatical leave shall not accept additional and/or outside
235 | employment without prior approval of the president or the President's designee.

236

237 | B. A faculty unit employee granted a sabbatical leave may be required by the president to
238 | provide verification that conditions of leave were met. The statement of verification shall be
239 | provided to the president and the Academic Senate office for the Professional Leave Committee.

240

241 | C. A faculty unit employee shall render service to the CSU upon return from a sabbatical leave at
242 | the rate of one (1) term of service for each term of leave.

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Comment [AF2]: Added by FAC per CBA 27

243 D. A faculty member, upon return from sabbatical, shall submit a written report of approximately
244 one page to the President's designee and Professional Leave Committee ~~department (or~~
245 ~~equivalent unit) and Dean~~ describing accomplishments during the period of leave.

246 X. FACULTY RIGHTS

247 A. It is the intent of this policy that faculty unit employees eligible for sabbatical leave who meet
248 the conditions of this policy receive their sabbatical leave.

249
250 B. Faculty on a sabbatical leave may not serve on university-wide committees. However, faculty
251 on a sabbatical leave may vote in university-wide elections and run for university-wide offices
252 for which they are eligible. The voting rights and committee service restrictions of an individual
253 on sabbatical, within their college, department, or program, should be decided by the
254 college/department/program and included in pertinent governance documents.

255
256 C. A faculty unit employee on a sabbatical leave shall be considered in work status and shall
257 receive health, dental, and appropriate fringe benefits provided by the CSU in the same manner
258 as if s/he were not on a sabbatical leave.

259
260 D. A faculty unit employee on a sabbatical leave shall be entitled to accrue sick leave, vacation,
261 and service credit toward merit salary adjustment, eligibility toward promotion, if applicable, and
262 seniority credit.

263
264 E. A faculty member whose sabbatical leave has been granted may request a deferral until the
265 following year if required due to protected leave or other rare circumstances. ~~If approved leaves~~
266 ~~are deferred upon applicants' request, in succeeding years first preference for leave shall be~~
267 ~~given to faculty whose leave applications were approved in the earliest prior year.~~

Comment [AF3]: Added per CBA 27

269 XI. TIMELINE

270 May of year before request process begins:

- 271 • ~~Associate Vice President for~~The Office of Faculty -Academic
272 Affairs ~~Academic Resources~~ notifies eligible faculty.
- 273 • NEAC constitutes the Professional Leave Committee.

274 Last business day of September:

- 275 • Applications due electronically by 5pm to the Office of Faculty
276 Affairs
- 277 • 9 copies of application due in Office of the Academic Senate.
278 (Senate provides 1 copy to Associate Vice President for
279 Academic Affairs and 1 copy to the department (or equivalent
280 unit)

Comment [MH4]: Deletion/change per Senate's request. I agree with the deletion.

281 First business day of October:

282 • ~~The Office of Faculty Affairs requests impact statement from~~
283 ~~the department (or equivalent unit).~~

284 • ~~Associate Vice President for Academic Affairs—Academic~~
285 ~~Resources requests impact statement from the department (or~~
286 ~~equivalent unit)~~

287 Last business day of October:

288 • Professional Leave Committee forwards recommendations to
289 Vice President for Academic Affairs with a copy to applicant.

290 • Impact statements due to Vice President for Academic Affairs
291 with a copy to applicant.

292 Last day of Fall semester:

293 • President's designee notifies candidates of sabbatical decisions
294 with copies to the department (or equivalent unit), the Dean and
295 the Office of the Academic Senate for the Professional Leave
296 Committee.

297

298

1 **SAC**

2
3 Rationale: This policy is being created to comply with the Chancellor's Office Executive
4 Order 1064 "Student Internships" which requires campuses to "develop, maintain and
5 publish a student internship policy governing internships where the university makes the
6 placement". The Executive Order provides policy guidelines for academic, for-credit
7 internships; **not** under its purview are internships that are "teacher preparation placement
8 or clinical placements such as for nursing, counseling, physical therapy or occupational
9 therapy", as well as non-credit internships. This policy uses the purview and internship
10 definition of the Executive Order. To foster compliance with the Executive Order issued
11 in 2011, the President convened a task force on student placements; it recommended the
12 creation of a University Office of Internships as designated campus office, to fulfill the
13 functions defined for such an office in EO 1064. The Office of Internships manages an
14 online database which lists organizations with whom the University has a fully executed
15 partnership agreement; the database allows students to electronically upload required
16 documents such as the placement guidelines, emergency contact information, and the
17 learning agreement. The University provides general and professional liability insurance
18 policies that afford coverage for students during credit bearing placements with
19 community agencies provided there is a written agreement in place between the
20 University and the hosting community organization.

21
22 *For Action Items (Second Reading): Please include a table with columns (1) listing*
23 *comment/suggestion received and (2) committee's response/action taken to address.*
24

25 **CALIFORNIA STATE UNIVERSITY SAN MARCOS**
26 **INTERNSHIP POLICY**

27
28 **I. Definition**

- 29 1. Internships integrate a student's academic study with practical experience in a
30 cooperating organization.
31 2. Internships are designed to serve educational purposes by offering experience in a
32 business, non-profit, government setting, educational or other workplace setting.
33 3. For purposes of this policy, "internship" does not include teacher preparation
34 placements, social work placements, or clinical placements such as for nursing,
35 counseling, physical therapy or occupational therapy (as per Executive Order 1064,
36 III).
37 4. Internships can be for undergraduate or graduate coursework, on-campus or off-
38 campus, paid or unpaid, full-time or part-time. This policy applies to internships for
39 academic credit.
40 5. An internship site is the organization or CSUSM office at which the internship takes
41 place.

42 **II. Academic Responsibilities for Internship Planning**

43 Prior to placing students in internships, the **supervising faculty member** should consult
44 with their department/academic unit about departmental internship practices, and with the

University Office of Internships about procedures and information resources. The supervising faculty member is responsible for the following:

1. Verifying the potential for the internship opportunity to provide an educationally appropriate environment and experience;
2. Determining appropriate selection criteria and basic skills required of students for each particular internship (e.g. minimum GPA, class status, major).
3. Collaborating with an appropriate individual(s) from the host organization to supervise the student at the internship site.
4. Developing and approving a Learning Agreement for the student. The Learning Agreement shall include the performance expectations, the learning outcomes, the logistics, and specific number of hours per unit of academic credit to be granted. (See the [CSUSM credit hour policy](#) regarding the amount of instruction and student work expected for each credit hour). The Learning Agreement shall be signed by the supervising faculty member, site supervisor, and student, and submitted to the University Office of Internships.
5. Directing F-1 and J-1 visa international students who are pursuing a paid or unpaid internship to the Office of Global Education regarding work authorization; directing domestic students interning abroad to the Office of Global Education for travel insurance information.
6. Providing students with special needs an individualized education plan that provides reasonable accommodations to allow the student to participate. The Office of Disabled Student Services (DSS) is responsible for authorizing DSS services and may be consulted for assistance in Learning Agreement development.

After an internship is completed, the **supervising faculty member** is responsible for:

7. Evaluating the student's performance in the academic internship and awarding academic credit.

III. Administrative Responsibilities for Internship Planning

Prior to placing students in internships, the **University Office of Internships** is responsible for the following:

1. Ensuring compliance with CSU system and campus risk management requirements.
2. Conducting a site visit to identify the potential risks of the internship site and ensuring an On-Site Assessment form. The site visit may be bypassed if the campus can demonstrate and document sufficient knowledge of the internship site. This could be accomplished through online review, published materials, direct contact with the site or completion of a Learning Site Self-Assessment form by the site.
3. Reviewing emergency preparedness processes and crisis response plan with the student and agency supervisor;

- 86 4. Managing an online database accessible to CSUSM students and faculty, which
87 lists available internships and provides information about enrolling in those
88 internships.
89 5. Conducting a student orientation that includes conduct expectations, health and
90 safety instructions, and emergency procedures and contacts.
91

92 Additionally, the **University Office of Internships** is responsible for:

- 93 6. Administering an annual review of the internships, both for educational purposes
94 and for safety to the students. Such reviews should take into account information
95 gathered from on-site supervisors, faculty, university staff, and student
96 experience.
97 7. Retaining together all required documentation for three years. Such documents
98 must be retained consistent with system-wide and campus document retention
99 guidelines. Such documentation includes:
100 a. Name and contact information for the internship site,
101 b. Student information,
102 c. An emergency contact form to be completed by each student,
103 d. In cases where the internship placement is not required as part of an
104 academic program in which the student is enrolled, or the student is under
105 18 years of age, the liability waiver form set forth in Executive Order 105
106 must be completed.
107 e. In cases when a student completes an internship at their place of
108 employment, a copy of the time sheet signed by the site supervisor that
109 verifies the number of internship hours invested by the student, will be
110 submitted to the Office of Internships.
111 f. A Learning Agreement to be signed by the student, supervising faculty
112 member, and site supervisor. The Learning Agreement form must address
113 the work to be provided by the student, the learning outcomes, and the
114 placement logistics, including hours and pay.
115 g. Written agreement of the internship site to meet campus expectations,
116 including a signed University Community Partnership Agreement between
117 the internship site and the University that addresses both the internship
118 site's and the University's role in the internship, as well as the student's
119 responsibilities. The University Office of Internships will ensure the
120 execution of such agreement.
121

122 **Authority**

123 Executive Order 1064
124

125 **Scope**

126 This policy applies to all individuals involved with internships; as such term is defined
127 herein.
128

129 **Responsible Division**

130 Community Engagement

**Case for Curriculog by DigArc
Academic Senate
November 2015**

Why is the product needed?

1. A modern, paperless, solution is needed to more efficiently manage our complex curriculum approval process.
2. To more efficiently and accurately move updated course information to PeopleSoft for better serving our students in a timely manner.
3. To allow for 24/7 access to submitting and reviewing curriculum.
4. Campus based solutions (such as On-Base or Adobe .pdf for forms) are incomplete and/or inadequate for managing all of the curricular process (i.e. all forms, workflow, approvals).

Benefits of Curriculog

The Curriculog system contains tools and functionality we require that are not available in other software solutions. Other technologies do not provide us Curriculog's flexibility required for our processes in order to manage the following (but not limited to):

1. Curricular process, workflow, and forms, are built according to our specifications by the vendor and can include ALL curriculum forms (including GE).
2. User ability to easily create and modify proposal forms and templates. Unique ability. (Other vendor offerings require IT or vendor intervention to change forms and steps).
3. Ability to pull data in from PeopleSoft and vice versa.
4. Extensive reporting and process visibility. (Digital Architecture's Curriculog has tools that can report on the status of user activity, proposal activity and others. A barrier to efficient management of curriculum to date has been a lack of visibility as to the location of any given course or program proposal in the process. Not only does this Curriculog system provide us unique visibility to any proposal and steps but also allows us to determine the audience and amount of information available for view at any level (step, proposal, group). This will save a tremendous amount of time and enable us to deliver a higher volume of updated curriculum items to the University community faster while being more responsive to our students.

5. Identifies the impact of proposed curriculum changes across courses (pre-requisites, cross-listed courses, co-requisites) including curriculum changes across departments.
6. Multiple device support: tablets and phones.
7. Conditional steps: We require a system that will allow us options for creating rules to trigger additional steps based on a condition, such as BLP review for new programs, etc. Curriculog allows for a group to be invoked or brought into the approval steps automatically if a particular condition is met. There are a number of areas where a one time review is needed for a particular group of courses or for particular course/program criteria.
8. Learning outcomes and course objectives management: Curriculog maintains course objective tracking and view of all as they roll into programs. During the proposal launch process, objectives may be added to by faculty manually or clicked and added from a table (database) of objectives. These course objectives are then organized on a matrix when viewing a program for faster review of programs and their outcomes.
9. User configurable smart fields: In order to reduce errors and cross checking of approval forms, we need a system that will allow us options to easily create look up tables for selection of items such as prefix labels, and which will guide users who are creating proposals. Our current proposals often contain errant information, and this system allows us to create tables in fields/steps in advance for look up which will save time and reduce incorrect submissions.
10. Other functionality: In addition to the above, Curriculog supports document attachments, ad-hoc process creation beyond courses and programs, signature pin entry (as well as upload of wet signature documents), and extensive support of cross-listings.

The system uses a unique system for user alignment called a role-based approach, which will allow us to place individuals on multiple steps, and have unique tracking for each step on which they participate. In this way, curriculum can be tracked from creation to implementation (all the way through the catalog and registrar's office), including iterations among participants in the approval process.

11. Vendor also has a catalog management software solution – Acalog – that will fully integrate with Curriculog (and PeopleSoft).

10/23/15 -- Committee Update: **Budget and Long-range Planning Committee**

BLP's report:

1. Discussion on how to use data supplied by AA in BLP deliberations.
2. Policy and form to move programs from EL to State-Support completed in BLP and send to EC/Senate.
3. Discussion of Ethnic Studies P-form

Committee Report – PAC
Academic Senate – 11/4/15

PAC has completed its review of the Self Studies for the Mathematics BS and Mathematics MS programs as well as its review of the External Reviewers's Reports for those programs. PAC co-chairs have met with external reviewers for all programs but one that are undergoing Program Review this AY.

NEAC Report to EC 10/21/2015

1. Voting on a referendum to uncouple the senate chair and vice chair elections started on November 26 and will close on November 9. EC and senate members are requested to urge their constituents to vote.
2. Next NEAC call for nominations for vacant committee seats will be in November 12.
3. NEAC has made recommendation of names for the assigned time committee on exceptional levels of service to students. The call filled 5 out of the 7 seats. The vacant seats will be included in the November call.

10/23/15 -- Committee Update: **Student Affairs Committee**

SAC is working on

1. The Internship Policy
2. The Student Course Grade Appeal Policy
3. The Engaged Education Definitions

1. SAC has integrated feedback from stakeholders and will present policy at the next EC meeting.
2. SAC is working on revising a few inaccuracies and redundancies in the Student Grade appeal policy. The changes made are currently being reviewed by the chair of the Student Grade appeal committee.
3. Engaged Education Definitions: SAC has consulted with Community Engagement about the place and function of these Definitions and will contact The Office of Undergraduate studies for input, as well as consult with constituents (UG research, senior experience, etc.).

Tasks Completed in September & October 2015

I. Determine next steps of online quality teaching in terms of guidelines, policy and/or procedures about faculty preparation/training to teach online courses.

- Discussion of the option of “recommended” (from OQTC report) or “mandatory” (from Vice-provost Kamel Haddad memo) for:
 - Certification of online/hybrid courses.
 - Training of faculty members who teach online/hybrid.

Note: Discussion results (see below) was sent to APC Chair, Dr. David Barsky on 9/14/15.

1. *Training for faculty who teach online/ hybrid courses.*

- TPAC recommends faculty members who are planning on teaching online / hybrid courses to gain training from IITS prior to the delivery of the courses. This training is recommended but not mandatory.

FYI: IITS mentioned that the minimum number of hours of training is 20 hours. TPAC is concern if the training is mandatory, it is going to be hard for adjunct faculty to attend the training without compensation.

2. *Certification of online/hybrid courses*

- TPAC recommends **mandatory** certification of online/hybrid courses.
- All online/ hybrid courses have to be certified by the second time the course has been offered or within 1 year from the course was first offered, whichever date comes first.
(Note: TPAC discussed that when a course is first developed, instructor usually design the course as the semester progress, so it is difficult for the instructor to have the whole course ready to be reviewed and obtain certification before the course starts. In addition, since it takes time for the course to go through the review process, in order to make sure that the course can be offered in the next semester, it is decided that the course should be certified by the end of the time period that the course is offered the second time).
- In the situation that the instructor of the certified course agree to provide the course content to a new instructor who will be teaching the same course, the new instructor will have to obtain certification for the course.
e.g. Instructor X obtain certification for GES 100, Instructor Y is planning on teaching GES 100 by using the content provided by Instructor X. Instructor Y has to obtain certificate for his GES 100 course.

II. Preparation of revised draft of Open Access Policy by incorporation of EC comments from 1st submission. (note: 1st draft was submitted to EC on 4/8/2015).

- Draft presented to Executive Committee on 10/28/15 (2nd submission).

UCC Report to Senate: November 2015 meeting

As a recap for the community, last year a resolution was passed at Senate to create a UCC Consent Calendar which would include 'not substantive' P-2 forms and C-2 forms to make minor changes to programs and courses. The aim was to streamline the curriculum review process. UCC has implemented the Consent Calendar and has placed 20 items thus far this year on the consent calendar.

UCC has reviewed 47 pieces of curriculum to date in this AY, with approval of 29 forms as of October 31, 2015. Some of the major work that UCC has been undertaking is review of the P-2 form to change the title of the Native Studies Minor to American Indian Studies; and review of the P form and accompanying C forms for the development of a Bachelor of Arts in Ethnic Studies.

As this is a Catalog preparation year, UCC is also reviewing reconciliation submissions as part of the consent calendar.