

AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday, October 7, 2015, 12-1:00 pm
Kellogg Library Reading Room~ KEL 5400

- I. **Approval of Agenda**
- II. **Approval of Minutes – EC 10/30/15**
- III. **Chair’s Report, [Deborah Kristan](#)**
Referrals (none)
- IV. **Vice Chair’s Report, [Michael McDuffie](#)**
- V. **Provost’s Report, [Graham Oberem](#)**
- VI. **Vice Provost’s Report, [Kamel Haddad](#)**
- VII. **Consent Calendar *Page 2***
 - NEAC Recommendations
 - UCC Program/Course Approved Changes
- VIII. **Discussion items**
 - A. **NEAC: Separation of Two Upcoming Referendums**
 - B. **NEAC: Fall Referendum – Uncoupling of Senate Chair and Vice Chair Positions (attachment) *Page 3***
 - C. **UCC: T-form Change (attachment) *Page 5***
 - D. **UCC: C-form Change (attachment) *Page 7***
 - E. **UCC: Tips – UCC Requirements for Course Outlines and Syllabi Submissions Accompanying a C-form (attachment) *Page 9***
 - F. **APC: Rationale to Set Academic Calendars (attachment) *Page 10***
- IX. **EC Members’ Concerns & Announcements**

Next meeting: October 14, 2015, 12:00-2:00 p.m., Provost’s Conference Room ~ KEL 5207

CONSENT CALENDAR
NEAC Recommendations

<i>Committee (or Senate Seat)</i>	<i>Seat and Term</i>	<i>Name</i>
University Global Affairs Committee	Library 15/16 (one year)	Hua Yi
Professional Leave Committee	Library 15/16 (one year)	Hua Yi
Academic Senate (Senator)	CHABSS 15/16 (one year)	Mtafiti Imara
University Curriculum Committee	CHABSS-HA 15/16 (one year)	Mtafiti Imara
Professional Leave Committee	CEHHS	Erika Daniels
Student Grade Appeal Committee	Faculty At-large 15/16 (one year)	Jonathan Berman

Program/Course Approved Changes

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Reviewed by Dean of AP/Chair of UCC
COMM	402		Approaches to Rhetorical Criticism	C-2	Michelle Holling	9/14/15
HIST	601		Philosophy and Practice of History	C-2	Alyssa Sepinwall	9/23/15

1 **NEAC's Report to EC and Senate – October 7, 2015**

2 NEAC is initiating a referendum to change Article 5.3.1 and Article 5.3 of the Senate Constitution and Bylaws in
3 accordance to Article 8.1 of the senate constitution and bylaws. This referendum was voted on in the spring of 2015
4 but not enough eligible faculty voted in the referendum. The language of and rationale for the referendum are the
5 same as the ones used in the spring. NEAC's suggested timeline for the referendum is as follows:

6 **Timeline for the Referendum:**

7 October 8, 2015 (at least 10 academic days in advance of the referendum): Referendum is initiated by
8 NEAC and distributed to eligible faculty,

9 October 22, 2015 (at least 10 academic days after the distribution): Voting on the referendum opens,

10 November 5, 2015 (20 academic days after the initiation): Voting on the referendum closes.

11 **Referendum Language and Rationale**

12 **Amendment 1: Changes to Senate Officers' Terms and Uncoupling the Chair and Vice-Chair Positions**

13
14 **Article 5.3.1**

15
16 **Senate Officer Terms**

17
18 **The ~~Officers~~ Chair and Vice Chair of the Senate shall serve for two one-year terms and may be re-
19 elected for one additional two-year term. The Chair and Vice-Chair terms shall be staggered. ~~The~~
20 ~~Vice-Chair/Chair-Elect serves two one-year terms: one as Vice-Chair and one as Chair.~~ and t~~The~~
21 Secretary serves a one-year term and may be re-elected to serve for an additional two terms. In the
22 event the Chair becomes unable to serve, the Vice-Chair/Chair-Elect shall have the choice of assuming
23 ~~assume~~ the role of Chair for the remainder of the term as well as the term for which s/he was elected
24 and an election will be conducted by NEAC for Vice-Chair/Chair-Elect. If the Vice-Chair/Chair-Elect
25 chooses not becomes unable to serve his/her term as Chair, NEAC will conduct an election for Chair in
26 accordance with the Academic Senate Election Rules and Guidelines.**

27
28 *Rationale: The creation of longer, staggered terms for the Senate Chair and Vice-Chair positions will*
29 *allow for the officers filling those positions to benefit from the knowledge and working relationships*
30 *across campus that they develop in their first year in office, while assuring some institutional memory in*
31 *the Senate Office. These changes add the possibility of re-election for the Chair and Vice-Chair Officer*
32 *positions for one two-year term to allow interested individuals with experience to contribute to Senate*
33 *leadership for a more extended period than is currently possible. The proposed change for the Secretary*
34 *position is to allow for two terms of re-election, rather than only one. In the event that the Senate Chair*
35 *has to step down mid-term, the Vice-Chair has the option to serve as Chair, but is not required to do so.*

36 *An election will be held if the Vice-Chair does not want to serve as Chair. The proposed changes are*
37 *more in line with the vast majority of CSU campuses.*

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39 **Article 5.3**

40 **Senate Officers**

41

42 **The Officers of the Senate shall consist of a Chair, Vice-Chair/~~Chair-Elect~~, and Secretary. ~~The Vice-Chair~~
43 ~~serves as Chair-elect prior to becoming Chair.~~ The Officers of the Senate shall be voting members of
44 the Senate. For election procedures, see the Academic Senate Election Rules and Guidelines.**

45

46 *Rationale: To implement the changes to the Senate officers terms proposed to Article 5.3.1 above, the*
47 *Senate Chair and Vice-Chair seats would be uncoupled. This change would allow faculty members to*
48 *experience Senate leadership as the Vice-Chair without having to commit to being Chair at the end of*
49 *her/his first term. The proposed change is more in line with the vast majority of CSU campuses.*

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NEW TOPIC PROPOSAL

Note: The proposed topic below can only be offered two times.

Is GE credit being requested? Yes No

If so, which area(s)?

Please attach the GE form to this form for the area requested.

Please attach a section add form.

1. College of: CHABSS CoBA CoEHHS CSM 2. Center/Program/Department:
3. Instructor
4. Topic Abbreviation and Number: 5. Grading Method:
6. Term: 7. Year: 8. Variable Units:* -
9. Has this topic been offered previously: Yes No If yes, indicate term(s) Year:
10. Topic Title:
(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
11. Abbreviated Title for PeopleSoft: *(no more than 30 characters, including spaces)*
ST:
12. Topic Description: Note: This part can be skipped if answer to part 9 is "yes." Please provide detailed information about the topic. Please type. You may also attach the topic description on a separate sheet if you do not have enough space.
13. Does this topic have prerequisites? Yes No
14. Does this topic have co-requisites? Yes No
15. Does the topic require consent for enrollment? Yes No
- Faculty Credential Analyst Dean Program/Center/Department - Director/Chair
16. Is topic crosslisted Yes No If yes, indicate which course and obtain signature in #18.
17. Justification for offering this topic.

* Enter units only if this is a variable-units topic course.

18. Does this topic impact any other disciplines? Note: This number can be skipped if answer to part 9 is "yes." (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)

Yes No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____
Signature Date _____ Support _____ Oppose

Discipline _____
Signature Date _____ Support _____ Oppose

1. _____
Originator (Please Print) Date

4. _____
Dean of College (or Designee) Date

2. _____
Program/Center/Department – Director/Chair Date

5. _____
Dean of Academic Programs Date

3. _____
College Curriculum Comm. Rep. Date

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008):													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:*														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)														
7. Number of Units:														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)														
9. Why is this course being proposed?														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Type of Instruction</th> <th style="width:33%;">Number of Credit Units</th> <th style="width:33%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td></td> <td></td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture			Activity			Lab			
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture														
Activity														
Lab														
11. Grading Method:* <input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.														
16. Prerequisite(s): <input type="checkbox"/> Yes <input type="checkbox"/> No														
17. Corequisite(s): <input type="checkbox"/> Yes <input type="checkbox"/> No														
18. Documentation attached: <input type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline														
19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*														

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

20. How often will this course be offered once established?*

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:



22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check “yes” and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline	_____	_____	_____Support	_____Oppose
	Signature	Date		
Discipline	_____	_____	_____Support	_____Oppose
	Signature	Date		

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

- 1. Originator (please print or type name) _____ Date _____
- 2. Program Director/Chair _____ Date _____
- 3. College Curriculum Committee _____ Date _____
- 4. College Dean (or Designee) _____ Date _____

- 5. UCC Committee Chair _____ Date _____
- 6. Vice President for Academic Affairs (or Designee) _____ Date _____
- 7. President (or Designee) _____ Date _____

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

1 **TIPS: UCC Requirements for Course Outlines and Syllabi submissions accompanying a C**
2 **form**

3
4 When submitting a C form for a new course proposal, UCC requires a course outline or syllabus
5 that includes at least the following information:

6
7 **Course# and Name**

8 Subject Code and Number

9
10 Title: Avoid jargon, slang, trade names, copyrighted names and any non-essential punctuation.

11
12 **Official Course Description**

13 Written in plain text fashion to the audience of students trying to determine if they want to take
14 the course, and for someone from outside the university who is trying to understand what the
15 course covers. Limit to **80 words**. Avoid jargon, slang, trade names, copyrighted names and any
16 non-essential punctuation. This should match what is on the C form. *Special conditions of the*
17 *course should be written at the end in italics.*

18
19 **Course (Student) Learning Outcomes:**

20 These should be phrased in terms of what students will know and be able to do at the end of the
21 course:

22 ([http://www.csusm.edu/teachingandlearning/coursedesign/planyourcourse/developinglearning](http://www.csusm.edu/teachingandlearning/coursedesign/planyourcourse/developinglearningoutcomes.html)
23 [goutcomes.html](http://www.csusm.edu/teachingandlearning/coursedesign/planyourcourse/developinglearningoutcomes.html)). The CLOs should be phrased using concrete action verbs that can be
24 measured. *Upon completion of this course, students will be able to...*

25
26 **Tentative Schedule:**

27 Include a list of topics to be covered, including any activities.

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29 **Course Format:**

30 If the course is not in a traditional face-to-face format, the format should be explicitly stated.

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1 APC has been asked to develop the next set of academic calendars. The following
2 principles (based on similar principles endorsed by the Senate in Spring 2010) were
3 affirmed by the Academic Senate in Spring 2013.

4
5 **APC Academic Calendar Assumptions**
6 **March 18, 2013**

7
8 **APC presents the AY 2014-2018 calendars with the following assumptions and**
9 **restrictions.**

- 10
11 • **The Fall semester** begins on a Monday and contains fifteen weeks of instruction,
12 but we lose four weekdays: Labor Day, Veteran's Day, Thanksgiving Day, and the
13 Friday after Thanksgiving Day. The exact dates are determined by working back
14 from the last Wednesday or Thursday before December 24, and declaring that day
15 to be the last day in the grading period. For most years, this last grading day will
16 be a Thursday which gives a four-day grading period (Monday through Friday)
17 with final exams ending the preceding Saturday; occasionally there will only be a
18 three-day grading period (Monday through Wednesday). There are thus always
19 **71 instructional days in the Fall**. Since the day of the week for Veteran's Day
20 changes from year to year, there is **no fixed pattern of MTWRF(Sa)**
21 **frequencies**. For already approved 2011-12, 2012-13, and 2013-14 calendars,
22 these were 14-15-15-14-13-(14), 13-15-15-14-14-(14) and 13-15-15-14-14-(14),
23 respectively. **For the proposed 2014-15, 2015-16, 2016-17 and 2017-18**
24 **calendars, these will be 14-14-15-14-14-(14), 14-15-14-14-14-(14), 14-15-15-**
25 **14-13-(14), and 14-15-15-14-13-(13)**, respectively. Saturday classes do not meet
26 over Thanksgiving weekend or on November 11 if it is a Saturday; the latter
27 occurs in Fall 2016.
28
- 29 • **The Spring semester** begins on either the Monday or Tuesday after Martin
30 Luther King, Jr. Day. The exact dates are determined by setting the faculty
31 preparation period to begin on the earliest Wednesday or Thursday that can be
32 placed in the state February period (which can begin in January but be no longer
33 than 45 calendar days). For most years, the first day will be a Wednesday which
34 gives a three-day faculty preparation period (Wednesday through Friday);
35 occasionally there will only be a two-day faculty preparation period. It effectively
36 contains fifteen weeks of instruction, one complete week for Spring Break week,
37 and one more holiday. The holiday is Martin Luther King, Jr. Day in years where
38 instruction begins the Tuesday immediately following Martin Luther King, Jr.
39 Day (in which case Spring Break is moved to the same week as Cesar Chavez
40 Day), and it is Cesar Chavez Day in years where instruction begins Monday
41 following Martin Luther King, Jr. Day (in which case Spring Break is moved up
42 to the midpoint of the semester, the ninth week after the start of instruction).
43 There are always a total of **74 instructional days** in the Spring. Since the
44 "additional holiday" (besides Spring Break) is either Martin Luther King, Jr. Day

45 (always a Monday) or Cesar Chavez Day which falls on different days of the
46 week each year, there is **no fixed pattern of MTWRF(Sa) frequencies**. For
47 already approved 2011-12, 2012-13, and 2013-14, these were 15-15-15-14-15,
48 14-15-15-15-15, and 14-15-15-15-15, respectively. The **MTWRF(Sa) frequency**
49 **pattern for the proposed 2014-15, 2015-16, 2016-17 and 2017-18 calendars**
50 **will be 14-15-15-15-15-(14), 15-15-15-14-15-(14), 15-15-15-15-14-(14), and 15-**
51 **15-15-15-14-(14)**. Saturday classes meet on the weekend at the beginning of
52 Spring Break, but not on the weekend at the end of Spring Break.

53

54 • **Together** the Fall and Spring semesters always contain **145 instructional days**,
55 the minimum required number. There are usually fourteen Saturdays in the Fall
56 and always 14 Saturdays in the Spring, but these are not officially counted as
57 “instructional days,” since Saturday is not a typical class day.

58

59 • **Summer session** runs for **10 weeks**. The first day of instruction is a Monday at
60 least one full week after grades are due for the Spring semester, and the last day
61 of instruction is a Saturday at least one full week before the fall faculty
62 preparation period. The MTWRF(Sa) frequency pattern varies from year to year
63 depending on the location of Independence Day. Also, when the 4th of July is a
64 Friday, there are no Saturday classes on July 5; this occurs in Summer 2014. **For**
65 **the proposed Summers of 2014, 2015, 2016 and 2017 these will be 10-10-10-**
66 **10-9-(9), 10-10-10-10-9-(9), 9-10-10-10-10-(10) and 10-9-10-10-10-(10),**
67 **respectively.**

68

69 • **All grading for the Fall semester is completed before Winter Break**. There are
70 either four days in this grading period (Monday through Thursday) unless
71 December 25 falls on a Friday or Saturday, in which case the grading period is
72 shortened to three days (Monday through Wednesday); this occurs in Fall 2015.

73

74 • **There is an entire week set aside for final exams for each semester**. It runs
75 Monday through Saturday in the Fall and Saturday through Friday in the Spring.
76 In the Spring semester, the last day of final exams is also the first of two
77 Commencement dates; exams will only be offered in the early morning on this
78 day. The Saturdays of finals week count as academic work days (academic work
79 days are instructional days, faculty preparation days, final exam days and grading
80 days).

81

82 • There is a four day (Tuesday through Friday) **faculty preparation period** the
83 week before class start in the Fall; Convocation is held during this period. There
84 is usually a three-day (Wednesday through Friday) faculty preparation period for
85 the Spring semester; occasionally there are only two days (Thursday and Friday)
86 in this preparation period – this shortening of the faculty preparation period
87 occurs in Spring 2015.

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

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- There is **no instruction in the week before the faculty preparation period**, and Summer session grades are due the Thursday of that week. This allows working days for grading, as Summer session classes end the preceding week.
- There is **one full week of "processing time"** between the end of the Spring semester and the start of Summer session. At least this much time is necessary for Advising and EMS Operations/Registrar to act on Spring grades for disqualification, etc.

Additional Comments:

- **Impact on Lecturer Benefits:** By delaying the start of the Spring semester, these calendars meet the Chancellor's Office requirement for CSU San Marcos that the January pay-period be the fifth pay period of the Fall semester rather than the first pay-period of the Spring semester. This makes many lecturers eligible for an additional month of benefits (in January).
- **Alignment of Spring Break with Easter:** The Academic Senate asked the old APP to investigate this back in 1997-98, and APP concluded that there was too much variability in terms of when Easter Sunday falls. In the four years in question with this new set of calendars, Easter Sunday is observed:
 - April 5, 2015: This is the Sunday at the end of the week following the proposed Spring Break (which occurs after 10 weeks of instruction).
 - March 27, 2016: This is the Sunday at the end of the week following the proposed Spring Break (which occurs after 8 weeks of instruction)
 - April 16, 2017: Easter comes late this year; there are only 3 weeks of instruction after this date.
 - April 1, 2018: This Sunday is a week after Spring Break (which occurs after 8 weeks of instruction). As Cesar Chavez Day is observed on Friday, March 30, 2018, this will be a three-day weekend.
- **Observance of Cesar Chavez Day.** The new calendars move Spring Break away from Cesar Chavez Day whenever this is possible.
 - If classes do not begin until the week after Martin Luther King, Jr. Day, then it is possible to remove a full week of classes (for Spring Break) and Cesar Chavez day from the Spring instructional days and still met the minimum requirement for total instructional days in the academic year.
 - If classes meet the week of Martin Luther King, Jr. Day and Spring Break were moved to any other week besides the week with Cesar Chavez Day, then the calendar would be one instructional day short, and these calendars are already at the minimum. In those years, taking Spring Break in the week with Cesar Chavez Day effectively removes only four days of instruction from the week – because all CSU campuses are required to be closed in observance of Cesar Chavez Day; any other week would remove five days.

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

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