AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday, November 4, 2015, 12-12:50 pm
Library Reading Room, KEL 5400

I.   Approval of Agenda

II.   Approval of Minutes – 10/28/15

III.   Chair's Report, Deborah Kristan
        -   Referrals (see attached) *Page 2*

IV.   Vice Chair's Report, Michael McDuffie

V.   Provost's Report, Graham Oberem

VI.   Vice Provost's Report, Kamel Haddad

VII.   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

VIII.   Discussion Items
        A. FAC: Sabbatical Leave Policy (attachment) *Page 4*
        B. SAC: Internship Policy (attachment) *Page 12*
        C. UCC: C-form Implementation Update (attachment) *Page 15*
        D. Senate Chair: Standing Rules of the Academic Senate (attachment) *Page 20*
        E. Senate Chair: Online Course Evaluations

IX.   EC Members' Concerns & 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 Iafe	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	495		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

<u>Curriculum Reconciliation from CEHHS, approved at UCC 10/26/15:</u>
KINE 301, 304, 305, 326, 390, 415, 425
MSW 541, 602, 635B, 695, 698

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

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1   *Rationale*

2   *Revise Professional Leave Policy to conform to CBA Section 27.8 regarding denial and*

3   *deferment of sabbatical leave.   Update policy to reflect submission of electronic copies of*

4   *professional leave proposals.*

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

6

7   **Sabbatical Leave**

8   **Procedure**

9   **I. AUTHORIZATION**

10

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

12

13   **II. OBJECTIVE**

14

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

23

24   **III. ELIGIBILITY**

25

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

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

29

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

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

34

35   C. A leave of absence without pay or service on an academic administrative appointment
36   excluded from the bargaining unit shall not constitute a break in service for eligibility
37   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;

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.)

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).

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).

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.

111 **VII. EVALUATION PROCESS**

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.

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.

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   ~~memeber~~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 ~~inidicate~~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 ~~recommendatio~~recommendation.

203   n.

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   .

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

268

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

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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

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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

45 University Office of Internships about procedures and information resources. The
46 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

California State University San Marcos   • NEW COURSE PROPOSAL•   Form C

1. **Course Subject Code and Number:** [_____]

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:** [_____]

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

3. **Abbreviated Course Title:**

[ ]

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

4. **College:** [_____]   If "Other," please specify here: [_____]

5. **Desired Term and Year of Implementation:** [_____] , 20[_____]

6. **Why is this course being proposed?** [_____]

7. **Has this course been previously offered as a topics course?** [_____]
    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?** [_____]

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?** [_____]

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:** [_____]

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].

Plain text:
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

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"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 <u>appear at the end of the course description</u> in italics.)

- a. Prerequisite(s):
- b. Corequisite(s):
- c. Co/prerequisite(s):
- d. Enrollment Restriction(s):
- e. Enrollment Requirement(s):
- f. Recommended Preparation:

Registration Conditions enforced by PeopleSoft:

a. 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).

b. Corequisites: Specific courses which must be taken simultaneously with the course.
c. Co/prerequisites: Specific courses which must either be taken simultaneously with the course, or must have been previously completed.
d. 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:

e. 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:

f. 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?

b. 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?

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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

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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: [ ] If "Yes," please specify here: [ ]

26. Will this course be required in any major, minor, certificate or graduate program? [ ] 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? [ ] 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)? [ ]

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

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Academic Programs
Form Revision Date: 4/22/2013

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: [　　　　　]　　　　Signature [　　　　　]　　Date [　　　]

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

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 [　　　]

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STANDING RULES OF THE ACADEMIC SENATE

California State University San Marcos

Adopted Fall 1990 by Faculty Vote
Amended Fall 1991 by Executive Committee
Amended Summer 1992 by Executive Committee
Amended Fall 1994 by Executive Committee
Amended Fall 1996 by Executive Committee
Amended Spring 1997 by Executive Committee
Amended Fall 2011 by Executive Committee
Amended Fall 2012 by Executive Committee
Amended Fall 2013 by Executive Committee
Amended Spring 2014 by the Academic Senate

ACADEMIC SENATE

1. Agendas and approved minutes of the Academic Senate meetings shall be made available on the Senate website.

2. The Executive Committee will present items to the Senate for a single vote of approval without discussion via the Consent Calendar. Any item can be removed for particular consideration by request of a Senator prior to vote on the list of consent items. This item then becomes a discussion item subject to the first and second reading requirements. The first reading takes place immediately after the vote on the Consent Calendars, prior to any other items on that day's Senate agenda.

3. New proposed policies, procedures, and programs developed by standing committees of the Academic Senate will be subject to the first and second reading requirement. Major proposed revisions to such policies, procedures, and programs will likewise be subject to this requirement. Minor revisions, other documents intended for Senate approval, and simple resolutions will not be subject to this requirement unless it is deemed necessary by (1) the Executive Committee or (2) the Academic Senate during the approval of the agenda.

4. A first reading item is a discussion item, not an action item. Its purpose is to allow the proposer to explain the proposal under consideration. In addition, it provides a forum for Senators to provide comments, suggestions, and questions to the proposer. Between the first and second reading, the proposal remains the property of the proposer, and senators are encouraged to send comments, suggestions, and questions to the proposer via email.

5. The first and second readings of an item occur in separate Senate meetings. The Senate may suspend this rule and move directly from a first to a second reading via a motion that receives a favorable vote of two-thirds.

6. A second reading item is an action item. Action items are usually scheduled before discussion items in the agenda.

7. All action items will be accompanied by a motion. Second readings will be accompanied by a motion to approve the proposed policy, procedure, or program, or to endorse the document in question. A proposed revision to a policy, procedure, or program will be accompanied by a motion to replace the existing policy, procedure, or program. In the case of documents drafted by Senate committees, the Senate may amend the document during the second reading only via a subsidiary motion; the main motion then applies to the document as amended.

8. If an action item comes recommended by a standing committee, the associated motion does not need to be moved and seconded in the Senate. In this case the chair will announce the recommendation, and the chair of the recommending committee or designee will initiate debate by speaking in favor of a motion. If an action item does not come recommended by a standing committee the associated motion must be moved and seconded before debate may commence. The mover will start debate by speaking in favor of the motion.

9. Whenever a vote is taken during an Academic Senate meeting, eligible voters present will choose between voting 'Yes,' 'No,' 'Abstain,' and not voting at all. Voting may be done by voice, show of hands, an electronic method (such as clickers), or a secret ballot (with paper ballots or electronic ballots). To determine the vote's outcome, the YES votes will be compared to the NO votes; the one with most votes wins.

10. When voting is done by voice or by an uncounted show of hands, the result shall be recorded as "The motion (the vote) passed" or "The motion (the vote) did not pass."

11. When the number of votes is tallied (counting the show of hands, ballots, or electronic votes), then the results shall be recorded showing the total number of YES votes, the total number of NO votes, and the total number of ABSTENTION votes. In this case, the number of abstention votes is recorded for informational purposes only. Only YES votes and NO votes determine the outcome of the voting.

EXECUTIVE COMMITTEE

12. The Executive Committee will meet on Wednesdays at 12:00 p.m.

13. Agendas and approved minutes of the Executive Committee meetings shall be made available on the Senate website.

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STANDING COMMITTEES OF THE ACADEMIC SENATE

14. Standing Committee meeting times, places, and agendas will be made public and affected parties will be invited to clarify on issues, particularly when there is no representative on the committee from a constituent unit.

15. Agendas and approved minutes of Standing Committee meetings shall be made available on the Senate website.

> **Comment [DK1]:** We need to change the way these are posted to make them available.

MEETING NORMS FOR SENATE-SANCTIONED GROUPS

16. Shared leadership: All are responsible for reinforcing norms and ensuring the meeting is productive.

17. Full participation: Meeting times will be established by consensus to maximize participation by all members. All agree to make themselves as available as possible during regular working days and hours, Monday through Fridays. Members will come to meetings on time and prepared to participate. If absence is anticipated, members will notify the chair in a timely fashion.

18. Achieving the agenda: The agenda will be distributed in advance, and members will strive to stay focused on the agenda.

19. Safe environment: All voices are solicited, actively listened to, and respected. Diverse viewpoints and contributions from all participants are valued.

20. Civilized disagreement: Differing opinions on matters of business are expected. When these differences emerge, they will be managed in a respectful, professional manner as members work toward a better understanding of one other.

21. Self-assessment: Members self-check their own behavior, and regularly assess how well the group is functioning and adjust accordingly.

22. Sense of humor: Have fun while working towards common goals.

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