AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday, April 20, 2016, 12:00n – 1:50pm
Provost's Conference Room – KEL-5207

I. **Approval of Agenda**

II. **Approval of Minutes** – EC Meeting of 4/13/16

III. **Chair's Report,** Deborah Kristan
Referrals (none)

IV. **Vice Chair's Report,** Michael McDuffie

V. **Secretary's Report,** Laurie Stowell (attached) *Page 2*

VI. **President's Report**, Karen Haynes

VII. **Provost's Report,** Graham Oberem   (not in attendance/travel)

VIII. **Vice Provost's Report**, Kamel Haddad

IX. **Consent Calendar** (attached) *Page 2*

X. **Standing Committee Reports (attached)** *Page 5*

XI. **Discussion Items**
   A. FAC: **Timetable for Periodic Evaluation and Performance Review** (consideration of placing on Senate Consent Calendar) (attachment) *Page 16*
   B. UCC: Program Changes (2 attachments)
   - Human Development P-2 Form *Page 17*
   - Human Development Catalog Copy *Page 19*
   C. UCC and BLP: Certificate of Specialized Study in Water Management and Leadership – Intermediate Level (WTMI) * (3 attachments)
   - UCC Report: Certificate of Specialized Study in Water Management and Leadership – Intermediate Level (WTMI) *Page 26*
   - UCC: Proposed Catalog Copy – WTMI *Page 27*
   - BLP Report: Certificate of Specialized Study in Water Management and Leadership – Intermediate Level (WTMI) *Page 29*

XII. **EC Members' Concerns & Announcements**

SECRETARY'S REPORT

- Approved by Administration: Periodic Evaluation of Athletic Coaches Procedures document – 4/15/16
- Approved by Administration: Harry E. Brakebill Distinguished Professor Award Procedure document – 4/12/16
- Approved by Administration: Student Internship Policy – 4/12/16
- Approved by voting faculty: EC initiated Referendum with amendment to Articles 6.1; 6.9; and, 6.13. – 4/12/16
- 4/18/16 - To Administration for review/approval – University RTP Document, as approved at Senate 2/3/16.
- 4/18/16 – To Administration as information item – AS 717-15 – CSUSM Senate Resolution in Support of AB-798 – College Textbook Affordability Act of 2015.

CONSENT CALENDAR

UCC Course & Program Change Proposal

Programs/Courses Approved at UCC

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	To UCC	UCC Action
BA	627		Business Analytics and Project Mgmt	C	Soheila Jorjani	3/15/16	4/18/16
BA	P-2		Business Professional Development Program	P-2	Robert Aboolian	11/10/15	4/11/16
BUS	495		Senior Experience	C-2	Robert Aboolian	3/30/16	4/11/16
GBM	495		Global Business Experience	C-2	Robert Aboolian	3/30/16	4/11/16
VPA	P-2		Option in Arts & Technology	P-2	Jacque Kilpatrick	2/26/16	4/11/16

Program/Course Changes Approved on UCC Consent Calendar

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Reviewed by Dean of AP/Chair of UCC
BA	P-2		Minor in Business Administration	P-2	Robert Aboolian	4/18/16
BA	C-2		Prerequisite change for multiple Courses	C-2	Robert Aboolian	4/18/16
CHEM	P-2		Minor in Chemistry	P-2	Paul Jasien	4/18/16
MIS	480		MIS Project	C-2	Fang Fang	4/18/16

FAC: Updates to Faculty Grants Review Committee Policy   (Part of Consent Calendar)

This policy has been updated in terms of administrative titles, college names, and terminology. Changes are tracked, below:

FAC: FACULTY GRANTS REVIEW COMMITTEE POLICY (FAC 322-07)

Definition:	Establish a Faculty Grants Committee (FGC) to conduct the review process of applications for university-wide faculty grants related to professional development and research, scholarship, and creative activities.
Authority:	Academic Affairs
Scope:	Provide policy and procedures for the Faculty Grants Committee (FGC) to conduct the review process of applications for university-wide faculty grants related to professional development and research, scholarship, and creative activities.

I. COMMITTEE CHARGE

A. The Faculty Grants Committee (FGC) conducts the review process of applications for university-wide faculty grants related to professional development and research, scholarship, and creative activities.

B. The FGC develops and revises the call for faculty grant applications, hosts workshop(s) about the grants process, evaluates the grant applications, and makes recommendations for awards to the Provost.

C. The FGC is not an Academic Senate standing committee. FGC will report their recommendations to the Provost through the ~~Associate Vice President for Research (AVP-R)~~Dean of Graduate Studies and Research.

D. FGC will prepare an annual report to the Academic Senate that will include the 1) number of grants awarded, 2) the dollar amounts of grants awarded, and 3) any substantive issues requiring Senate attention. In its annual report, FGCAC will also specify the number and dollar amounts of grants awarded to committee members.

II. COMMITTEE COMPOSITION

A. The FGC shall be constituted as follows.

- The FGC shall be an all university committee composed of seven (7) tenured faculty members and one (1) temporary faculty member.
  One (1) member shall be elected from the eligible faculty in each of the following areas:
    a. EducationCollege of Education, Health, and Human Services (CEHHS); College of Business Administration (CoBA); College of Science and Mathematics (CSM); College of Humanities, Arts, Behavioral, and Social Sciences (CHABSS): Behavioral and Social Sciences; College of Humanities, Arts, Behavioral, and Social Sciences (CHABSS): Humanities and Fine Arts; Business, Science and Mathematics, Humanities and Fine Arts, the Social Sciences, and the Library.
    b. At-large representative elected from the faculty as a whole.
    c. Temporary faculty member elected by the temporary faculty.
- The AVP ResearchDean of Graduate Studies and Research sits on FGC as a non-voting administrative representative.

III. TERMS OF SERVICE

A. Committee members will serve staggered two (2) year terms and be appointed via elections conducted by the Academic Senate. To accommodate for staggered terms beginning with the first year, half of the members elected in the first year will serve a one (1) year term.

B. Although members of the committee are not precluded from submitting proposals, they are required to recuse themselves during discussions of their own proposals.

Committee Reports – for Executive Committee and Academic Senate – 4/20/16

ACADEMIC POLICY COMMITTEE (APC)

Several APC items are on the Senate agenda for today as 2nd Reading items:

- Proposed changes to the Graduate Probation, Disqualification and Reinstatement Policy
    - No changes made since the 1st Reading
- Writing Requirements
    - Proposed changes to the Graduation Writing Assessment Requirement: Graduate Level Policy
        - Minor changes made since the 1st Reading (adoption and use of the acronym GWAR**G**L throughout the document)
    - Proposed changes to the All-University Writing Requirement Policy
        - No changes since the 1st reading
    - Proposed (new) Graduation Writing Assessment Requirement (GWAR): Baccalaureate Level Policy
        - Minor changes made since the 1st Reading (adoption and use of the acronym GWAR**B**L throughout the document)
- Proposed (new) Final Exam Conflict Policy
    - Several changes made since the 1st Reading

One other policy is also on the Senate agenda as a 1st Reading item. This appeared in the agenda packets of the December, February and March meetings, but was inadvertently removed from the April 6 agenda. The APC Chair addressed this policy in his remarks on the corresponding graduate policy, and APC encourages the Senate (if it endorses the changes to the graduate policy) to treat the change to the undergraduate policy as a 2nd Reading item and to vote on it.

- Proposed changes to the Undergraduate Probation, Disqualification and Reinstatement Policy (1st reading)

APC continues work on several policies with the intention of continuing APC members bringing these to the Senate in Fall 2016:

- Online Instruction Policy (revision)
- Academic Program Discontinuance (revision)
- Impaction Declaration (new)
- Excess-Units Seniors Policy (revision)
- English Language Admissions Requirement Policy (revision)

APC reminds senators from COBA and CEHHS that the seats on APC for those colleges were vacant this year and APC would benefit from having the perspectives of these colleges represented during committee deliberations. There were no nominations for these seats in the recent election, and APC encourages COBA and CEHHS faculty to respond to NEAC's eventual call for volunteers to fill these seats.

BUDGET AND LONG-RANGE PLANNING COMMITTEE (BLP)

- Finished review of P-Form for Business Minors; unanimously approved
- Finished review of P-Form for Water Resources Management; unanimously approved
- Finished review of new mode of delivery for the MEd Educational Leadership to be offered through EL; unanimously approved

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FACULTY AFFAIRS COMMITTEE (FAC)

Accomplishments
- Changes to Harry E. Brakebill Distinguished Professor Award approved by Academic Senate at April 6 meeting.
- Changes to Grant Proposal Seed Money Policy presented to Academic Senate for second reading today.
- Liberal Studies Department RTP policy presented to Academic Senate for second reading today.
- Visiting Faculty Policy and Procedures presented to Academic Senate for first reading today.
- Faculty Grants Review Committee document modification presented on consent calendar at Academic Senate today.
- Presentation of RTP calendar on consent calendar at Academic Senate today.

Current work:
- Continuing discussion of lecturer inclusion issues and next steps.
- Discussion of Library RTP policy modifications.
- Discussion with EC officers of CUGR resolution on faculty mentoring of undergraduate research.
- Faculty ethics policy: Waiting for CFA Statewide comments.

GENERAL EDUCATION COMMITTEE (GEC)

Proposed GE courses are still being reviewed and considered. However, please note that GEC's last meeting will most likely be April 28th.

GE assessment efforts have focused on gauging awareness of General Education Program Student Learning Outcomes. The results of the survey are being considered by GE in the next week and the results will be use to determine next steps.

The proposed change in the policy regarding GE courses being taken for credit/no credit has been withdrawn from the Senate agenda. A coded memo was sent out last week that addressed the issues regarding accepting C- in the "Golden Four" requirements that made the policy change no longer necessary. The policy change proposed would have allowed students earning C- in selected B4 designated courses to earn GE credit.

NOMINATIONS, ELECTIONS, & APPOINTMENTS COMMITTEE (NEAC)

1. NEAC has initiated a new Procedure for conducting calls for vacant senate committee seats. It has been approved by EC and is being reported to Senate (4/20/16 - attached).

2. NEAC reviewed other CSUS's senate constitutions for qualifications of senate chairs and made a recommendation to the EC on the qualifications and election process for the CSUSM senate chair.

3. NEAC ratified the results of the Spring 2016 elections. The results will be on the senate consent calendar.

4. NEAC made a recommendation to EC on changes to the constitution on the participation of ex-officio members on senate standing committees. The constitutions amendments to reflect these changes will be coupled with the next initiated referendum on a constitution amendment.

PROGRAM ASSESSMENT COMMITTEE (PAC)

Since our last committee report, the PAC has worked on its responses to the Mathematics M.S. and the Visual and Performing Arts B.A. Program Reviews.

STUDENT AFFAIRS COMMITTEE (SAC)

Student Grade Appeal Policy

- SAC submits the policy for a 2nd reading to Senate.

- SAC is developing a resource website with information about the grade appeal process (with a link to the policy, a flowchart to visualize the process, and other resources). Many universities have a webpage with information about the grade appeal process; SAC sees this as an important resource which will help students understand the administrative process of the university, and will alleviate problems that currently occur in the student grade appeal process.

- The Engaged Education Definitions – SAC received feedback from Community Engagement and the Faculty Center; the document will be housed on the Faculty Center webpage.

UNIVERSITY CURRICULUM COMMITTEE (UCC) – as reported on Agenda items at today's meeting (4/20/16)

TECHNOLOGY POLICY & ADVISORY COMMITTEE – (Begins next page…)

Tasks Completed in April, 2016

    (1) Open Access Policy Survey was sent out to tenure track faculty) Note: Academic Senate Office sent out survey on behalf of TPAC on 3/31/16. Survey will close on 4/6/16   )

    (2) Results of the Open Access survey was provided by Academic Senate office on 4/7/16. Highlight of the survey results is show below *(See Attachment 1 for details of the survey result) (See Attachment 2 for a copy of the survey)*

        Which one of the following options do you prefer for the Open Access Policy at California State University San Marcos?

Value	Count	Percent
A. Opt-IN	47	56.6%
B. Opt-OUT	26	31.3%
C. No preference	7	8.4%
D. Unsure, need more information (please provide more information, below)		
	3	3.6%

    (3)   TPAC discussed the results of the open access survey in the meeting on 4/11/16. Summary of the discussion is listed below:

- The survey results show the majority of faculty voted for opt-in.
- Do we want to write a policy according to a survey?
- Based on comments from the survey it appears there is some confusion and faculty need more time and information. There is a decently sized negative perception.
- Currently there is no CSU with an opt-out policy and most of them have resolutions on OA and no policy.
- Several questions were discussed: Why is a policy needed for this particular task? Is a policy the next step after a resolution? Why put forth a policy that is not that meaningful and could potentially threaten the goal of an actual opt-out in the future?
- Resolutions are beliefs and a policy does not necessarily have to follow a resolution. Senate referred this item to TPAC with the expectation there would be a policy.
- There are concerns Open Access has a negative connotation.
- There will need to be some changes made to the form, Jen will work on revising the form.
- An e-mail dated Dec. 11, 2015 from Debbie Kristan was mentioned in order to get clarification on the difference between resolution and the opt-in option.
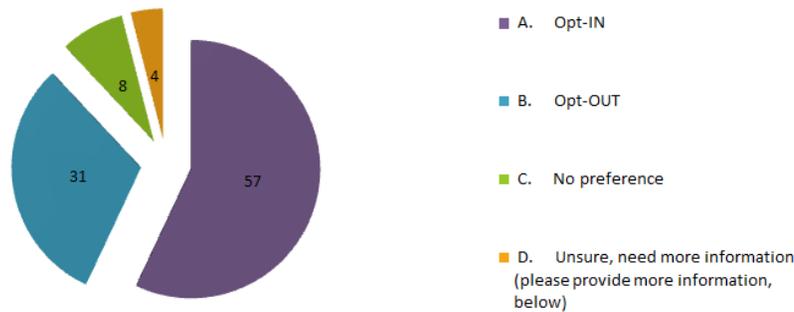
Tasks in Progress

Updating the Open Access Policy draft.

Attachment 1: Survey Results for Open Access Policy Survey

Conducted among tenure-track faculty

1. Which one of the following options do you prefer for the Open Access Policy at California State University San Marcos?

- ■ A. Opt-IN
- ■ B. Opt-OUT
- ■ C. No preference
- ■ D. Unsure, need more information (please provide more information, below)

Value	Percent	Count
A. Opt-IN	56.6%	47
B. Opt-OUT	31.3%	26
C. No preference	8.4%	7
D. Unsure, need more information (please provide more information, below)	3.6%	3
Total		83

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2. If you selected answer 'D' above, please specify the information you are seeking, in the box below. You may also enter any additional comments, if desired:

Count	Response
1	I am strongly against B, and strongly in favor of A.
1	I wouldn't oppose 'opt-out' if individuals were allowed to pre-emptively 'opt-out' for all publications. There are many fields, especially book-based fields, maybe primarily in the Humanities but maybe not, where book publishers won't touch material that has been previously published via Open Access. So, if one wanted to publish an article based on material that might/would appear in a later monograph, publishers will (and do) penalize you if this material appeared in an open access format. It's harder to get book contracts as a result. If someone feels strongly either for philosophical reasons or for reasons based on the practice in their discipline that they need to opt-out each and every time, why can't they just register that desire at the outset. This system seems set up to 'punish' anyone who wants to opt out by requiring they file a form each and every time they publish. If they forget or lose track of the timeline, their stuff winds up on open access --- which may wind up hurting them. I'm a little distressed by how heavy-handed the 'opt-out' sell has been and how it disregards conventions across the Academy.
1	From a university standpoint, I think we would like to have an Opt-Out policy to ensure the effectiveness. I don't know why we need a policy that is "Opt-in" which does not do any help. But I would like to know what kind trouble a faculty may be getting into if "accidentally" violate the policy due to negligence.
1	Opt-out is preferable, but only works if someone (presumably library) is able to keep track of faculty publications and contact faculty about depositing pubs in ScholarWorks. Otherwise, faculty will forget, and opt-out/opt-in discussion is meaningless.
1	Each department should have a few faculty members go through the process so that we know how this all works before we implement a policy.
1	If there is an "opt-in" policy, there basically isn't a policy. I don't understand why a senate committee would spend time crafting a policy that is in fact more of a recommendation (which we already have with the resolution).
1	Exactly how would "assist in the negotiations" work? First of all, this sounds like an additional workload on the author (especially if collaborating) that would be a substantial con that is not listed in the table. Secondly, I don't want to have to call the library each time I am faced with a publication form that has to be returned. The second point is that the "locate or create" a publishable version is more work for the faculty. That may be minimal, but it may not. How can that work be minimized? I fear adding a mandate that will increase faculty workload without a substantial benefit to the faculty member.
1	Open Access costs money. Who will pay for it? Also, what if the publication venue says no? How is this substantially different from things like ResearchGate, where I do post my reprints or can be contacted for reprints?
1	If this were another university, I would select opt-out. However, the administration at CSUSM seems bent on gaining more and more control over every aspect of faculty work -- making scholarship, presentation, grant writing and administration, travel, etc. more difficult at every turn. I can see why faculty just give up. The opt-out policy seems like extra requirements and paperwork, and will contribute to the existing trend to stifle innovation and research.
1	Opting IN is the current practice on campus, and it's not recommended in the Harvard document linked above. They recommend: "The policy grants the institution certain non-exclusive rights to future research articles published by faculty. This sort of policy typically offers a waiver option or opt-out for authors. It also requires deposit in the repository." (p. 7). Therefore, I vote opt OUT, which still gives faculty the option to retain their rights while providing the public with access to the research created at this public institution with tax-payer dollars. Providing open access to faculty research also leads to much higher citation rates of publications (rather than publications that are locked behind database subscriptions, not widely accessible). Lastly, open access creates a robust, free and open exchange of ideas... which furthers the progress of research and higher education in general.

Attachment 2: Copy of Open Access Policy Survey

Conducted among tenure-track faculty

Purpose of the Survey

CSUSM Academic Senate's Technology Policy Advisory Committee (TPAC) is in the process of drafting an Open Access Policy for our campus. The scope of this policy includes tenure-track faculty depositing their published articles to the campus institutional repository called Scholarworks. Scholarworks is a digital repository for the scholarship, research, and creative works created by the faculty, researchers, and students of CSUSM. A major point of the decision for this policy is whether it is opt-in or opt-out for faculty. The purpose of this survey is to acquire faculty preference regarding these options.

Background Information

I. What is Open Access?

- **Open-access literature is digital, online, free of charge, and free of most copyright and licensing restrictions.**

- **Open Access removes price barriers (subscriptions, licensing fees, pay-per-view fees) and permission barriers (most copyright and licensing restrictions).**

- **An open access policy DOES NOT require faculty to publish in specific journals.**

- **You are NOT signing copyright to the University. The policy grants specific nonexclusive permissions to CSUSM. You still retain ownership and complete control of the copyright in your writings excluding any permissions you have transferred to a publisher.**

- **In order to deposit an article to the campus repository, faculty will need to co-ordinate with co-author(s). In addition, faculty will need to negotiate with the publisher. The library faculty and staff are available to assist faculty with publisher negotiation.**

- **Faculty may need to locate or create shareable copies of articles, when posting the final version of the published article is not permitted by the publisher.**

- **The scope of the open access policy developed at CSUSM will cover peer-review journal articles. Authors who are interested in depositing other articles (such as conference proceeding, news articles, etc.) can contact the library.**

II.   **Resolution for supporting Open Access passed by Academic Senate AY 13-14**

III.   **Options for Open Access Policy: Opt-in or Opt-out.**

- **Opt-in: This procedure is current practice on campus. Faculty may choose to make their publications open access and can seek assistance with library faculty / staff in coordinating this process.**

- **Opt-out: This procedure would change current practice on campus. Faculty are required to post each published article in Scholarworks unless they complete an opt-out form for each article. Faculty can seek assistance with library faculty/staff in coordinating this process.**

IV.   **Pros and Cons for the Opt-in Option:**

PROS   CONS

Resolution was already approved.

> **Need to fill out an opt-in form for each article to be deposited.**

No change in current article submission process to publisher.

> **Minimize faculty participation, which may limit access to faculty articles and reduce citation of faculty work.**

Faculty can deposit the article to the library any time.

> **This is not the accepted best practice:**

http://cyber.law.harvard.edu/hoap/sites/hoap/images/Goodpracticesguide-2015.pdf

V. Pros and Cons for the Opt-out Option.

PROS   CONS

More leverage with publishers for retaining rights   Need to fill out an opt-out form for each article you don't want included.

More articles will be made available with little faculty work required.

Reflects a change to current campus procedure.

Best practice for OA Policies.

Library will assist with rights negotiation/contract amendments.

No restrictions on opting-out.

VI. List of Universities in U.S. with Open Access Policy

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Question:

Which of the following option do you prefer for the open access policy at CSUSM?

A. Opt-in

B. Opt-out

C. No preference

D. Unsure, need more information

If you choose Choice D, please specific the information you are seeking.

Please also write additional comments in the box below if desired:

Procedure for Initiating a Call for Filling Vacant Seats on Committees

NEAC would like to make a change to the way calls for filling vacant seats are initiated. The current practice is that NEAC issues a call to eligible faculty to either nominate someone or self-nominate themselves for consideration for filling the vacant seat(s). At the end of the call period, NEAC reviews the list of nominees for the seats and submits a recommendation to EC to place on the consent calendar for approval by the senate.

NEAC recommends changing this to keeping an open call for all vacant seats so that eligible faculty may self-nominate for vacant seats as they become available. Adrienne (the senate office) will keep and maintain a posted list of the vacant seats on the senate website so that eligible faculty can go there any time to identify seats and self nominate. NEAC will send out monthly reminders for faculty to make nominations and NEAC still review the names of the nominees received by the last Thursday prior to the next senate meeting on a monthly basis and make the appropriate recommendation to EC and the senate. No such nominations will be accepted after the senate meeting in March each year to ensure that approved nominees have some significant participation on committee business for the year.

This process is not contrary to the election rules and procedures, which state that

> *When vacancies arise on Standing Committees due to a faculty member being on leave or due to a faculty member's resignation, NEAC shall issue a call for a volunteer replacement to serve for the duration of that faculty member's absence.*

What NEAC is asking is that we keep an open call for vacant seats until such seats are filled. This will make it easier for faculty to sign up rather wait for calls that have typically come out twice or three times a semester.

TIMETABLE FOR PERIODIC EVALUATION AND PERFORMANCE REVIEW
DRAFT 2016/17 DRAFT

DRAFT

REVIEW	WPAF DUE	PRE-REVIEW FOR COMPLETENESS Begin	End	Candidate adds requested material no later than	PEER REVIEW COMMITTEE (PRC) REVIEW Begin	End	Candidate picks up re-commendation no later than	End of rebuttal/response period *	End of PRC response period **	DEAN REVIEW Begin	End	Candidate picks up re-commendation no later than	End of rebuttal/response period *	End of Dean's response period **	PROMOTION & TENURE (P&T) COMMITTEE REVIEW Begin	End	Candidate picks up re-commendation no later than	End of rebuttal/response period *	End of P&T Committee response period **	PRESIDENT OR DESIGNEE REVIEW Begin	Decision
Periodic Evaluation (typically 1st, 3rd, and 5th year)	MON JAN 23	TUE JAN 24	MON JAN 30	MON FEB 06	TUE FEB 07	MON MAR 06	THUR MAR 09	MON MAR 27	FRI APR 07	MON APR 10	FRI MAY 05	WED MAY 10	MON MAY 22	FRI JUNE 02	N/A	N/A	N/A	N/A	N/A	N/A	**N/A**
		7 Days		7 Days	20 Work Days		10 Days	10 Days		20 Work Days		10 Days	10 Days								
2nd & 4th year Retention	TUE AUG 23	WED AUG 24	TUE AUG 30	WED SEP 07	THUR SEP 08	WED OCT 05	FRI OCT 07	MON OCT 17	THUR OCT 27	FRI OCT 28	TUE NOV 29	FRI DEC 02	MON DEC 12	THUR DEC 22	N/A	N/A	N/A	N/A	N/A	FRI DEC 23	**FEB 15**
		7 Days		7 Days	20 Work Days		10 Days	10 Days		20 Work Days		10 Days	10 Days	30 Work Days		10 Days		10 Days		30 Work Days	
2nd & 4th year Early Tenure and/or Promotion Evaluation	Use above timeline for 2nd & 4th year Retention and continue with the following P&T Committee/President schedule:														WED JAN 18	TUE FEB 28	FRI MAR 03	MON MAR 13	WED MAR 29	THUR MAR 30	**TENURE JUN 01 / PROMO JUN 15**
															30 Work Days		10 Days		10 Days		
Tenure and/or Promotion Evaluation (Excluding 2nd & 4th year Early P&T above)	TUE AUG 23	WED AUG 24	TUE AUG 30	WED SEP 07	THUR SEP 08	WED OCT 12	FRI OCT 14	MON OCT 24	THUR NOV 03	FRI NOV 04	TUE DEC 13	FRI DEC 16	MON JAN 23	THUR FEB 02	FRI FEB 03	THUR MAR 16	WED MAR 29	MON APR 10	THUR APR 20	FRI APR 21	**TENURE JUN 01 / PROMO JUN 15**
		7 Days		7 Days	25 Work Days		10 Days	10 Days		25 Work Days		10 Days	10 Days	30 Work Days		10 Days		10 Days		30/40 Work Days	
Periodic Evaluation of Tenured Faculty (PETF)	WED MAR 1						THUR MAR 30			MON MAY 01											

Holidays/Breaks:

Labor Day	SEP 05
Veteran's Day	NOV 11
Thanksgiving	NOV 25 - 26
Winter Holiday/Break	DEC 23 - JAN 17
Martin Luther King Jr.	JAN 16
Spring Break	MAR 20 - MAR 25
Cesar Chavez Day	MAR 31

* Candidate may submit a rebuttal/response within 10 days of receipt of the recommendation or by the end date listed on timeline - whichever comes first.

** Reviewing committee/administrator may submit response to a candidate's rebuttal within 10 days or by the end date listed on timeline - whichever comes first.

Campus Holidays are NOT counted in number of "work" days.

The number of days indicated on the calendar is the minimum number of days required, so the actual number of days may be more than the minimum.

Report from the University Curriculum Committee (UCC), Human Development (HD)

In February 2016, UCC began review of a P-2 proposal form to substantively change the Human Development major. The core proposed changes included: 1) revamping the concentrations from four options (adult, children, counseling, health) to two options (counseling, health); 2) building 21 units of core curriculum internal to HD that lays a foundation of theory and research central to the discipline (HD 102, 220, 230, 231, 302, 303, and 304) ; and 3) adding 15 additional units of upper division coursework internal to HD that provides greater depth and breadth of study within the concentrations (HD 351, 382, 383, 384, and 385).

As noted in the P form, the HD program has been undergoing self-study and revision since 2013 to align their PSLOs with the curriculum and with course SLOs, and to reflect on their concentrations and offerings. Prior to submitting the P-2 form, the proposer (Dr. Quiocho) and the HD faculty (Drs. Beaulieu, Hernandez, Soriano, and Toyokawa) engaged in a careful analysis and evaluation of prior program reviews, and in consultation with administration, proposed a reduction of the four concentrations to two, with a focusing of the curriculum internal to the major. This resulted in a proposal for 'discontinuation of concentrations', which was administrated through the Discontinuation Policy procedure and was approved by President Haynes in January 2016.

UCC's review process centered on the academic soundness and quality of the proposed curriculum to meet the aims described. The major was significantly revamped to provide students with 12 units of lower-division HD coursework in preparation for the major, 25 units of upper-division core HD coursework, 12 units of specialized upper division study (two concentration options or the general option), and 9 units of selective electives within HD and Biology. The proposal came to UCC with the intent to design and deliver a curriculum from the unique perspective of faculty within Human Development. Along with the P-2 came 12 C forms and 12 C-2 forms to create new coursework for the major and replace prerequisite psychology coursework with HD prerequisites for existing courses.

Below is a list of the departments impacted by the curriculum changes along with their noted position on this proposal.

1) Anthropology - support
2) Biology - support
3) Psychology – support with concerns regarding overlap of five courses with PSYC and CHAD
4) Sociology - support

The program proposal along with the curriculum underwent further revisions as a part of UCCs review. The proposers worked extensively and collaboratively with the Chair of UCC to implement the requested revisions. These included adding curriculum to each of the concentrations to develop more robust areas of study, and changes/additions to course assignments to increase rigor.

The P-2 proposal came to UCC approved by CEHHS's CAPC, and supported by CEHHS's Associate Dean, Dr. Denise Garcia.

UCC carefully considered the proposal in light of the stated objective to refine and refocus the program on promoting a holistic understanding of the lifespan. UCC also considered the feedback provided by Psychology. The proposed curriculum was deemed to be sound and consistent with the major focus of a

degree in human development. UCC voted to recommend the HD P-2 form and all associated C and C-2 forms for Senate approval. UCC also voted to bring the P-2 form as a discussion item due to the substantive nature of the changes.

New courses include:

HD 101: PREP SKILLS FOR HD MAJORS
HD 220: STATISTICS IN HD
HD 230 RESEARCH METHODS IN HD
HD 231- ACTION RESEARCH IN HD
HD 302- HUMAN DEVELOPMENT IN CHILDHOOD
HD 303- HUMAN DEVELOPMENT IN ADOLESCENCE
HD 304 – HUMAN DEVELOPMENT IN ADULTHOOD
HD 382- PROMOTING MULTICULTURALISM/SOCIAL JUSTICE
HD 383-ID UNDERSTANDING CHILDREN/YOUTH/FAMILIES
HD 384-SOCIAL AND PUBLIC POLICY IN HUMAN DEVELOPMENT
HD 385-ECOLOGICAL SYSTEMS HUMAN DEVELOPMENT

HUMAN DEVELOPMENT

Office:
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Program Director:
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Faculty:
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Programs Offered:

- Bachelor of Arts in Human Development Areas of concentration:
  - Counseling Services
  - Health Services
  - Individualized

The human development major is an interdisciplinary program that focuses on human growth and development throughout the life span, and on the familial, social, cultural, and political networks in which individuals develop. Course offerings are drawn primarily from psychology, sociology, and biology. The human development major is designed to prepare undergraduates to succeed in an increasingly diverse cultural, ethnic, economic, and political environment. Respect for those differences in the context of human service settings is an integral part of our program.

Human Development Mission Statement

The mission of the Human Development Program at California State University San Marcos as aligned with the Program Student Learning Outcomes (PSLOs) for the department are that all Human Development majors will:

- Learn to demonstrate understanding of the complex interplay of body, mind, culture and environment that shapes developmental processes and outcomes [in the life span of human development]. [PSLO 1, PSLO 4]
- Integrate complementary and interdependent disciplines in their careers that include roles, service to clients and management of resources for diverse communities in the workplace. [PSLO 1, PSLO 3, PSLO 5]
- Use multiple perspectives and theoretical frameworks to equitably serve diverse communities. [PSLO 1, PSLO 3]
- Actively and critically advance evidence-based practices that are guided by action research. [PSLO 2, PSLO 3]
- Promote social responsibility, ethical and professional standards, civic engagement, and service to the greater community. [PSLO 4] !

In support of this mission, the Human Development Program engages students in a challenging academic curriculum which combines traditional classroom learning with experiential problem-based and field experience opportunities in human development-related professions in diverse settings. In addition to completing required core coursework, each student completes two courses chosen from one of three options: Counseling Services, Health Services, or a General option. Courses within the first two options have been selected to provide an educational foundation for students wishing to pursue careers in each of these arenas. The General option allows students to create their own specialty area selected from the list of electives or taken with instructor permission. Experiential learning is gained from field experience where students participate in community service learning activities related to their career and intellectual interests in human development. Students also conduct an applied research study in subject matter in human development that is of particular interest to them. These field activities are combined with classroom-based reflection exercises facilitated by Human Development faculty in collaboration with community service providers.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in Human Development will be able to:

1. Demonstrate understanding of developmental theories and how biological, psychological, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to address real-world problems related to lifespan development in applied settings such as counseling, health care, and education.
2. Demonstrate understanding of how social categories such as gender, race, ethnicity, class, age, ability, sexuality, and religion – and the intersections of these identities – relate to diverse experiences across the lifespan.
3. Apply skills, knowledge and goal setting toward employment in health and human services, including documenting field experiences in health and human services settings.
4. Demonstrate understanding of research methods that are commonly used in human development scholarship and how to design, conduct and present an original research project.
5. Summarize the delivery of social services, including: funding, staffing, assessments, program development and evaluation.

Special Conditions for the Bachelor of Arts in Human Development

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units counted toward the human development major must have been completed at Cal State San Marcos.

Advising

Students first consult the Human Development Advisor in Student Services in COEHHS fir assistance. After meeting with the HD advisor, students may consult with the assigned faculty mentor for additional support.

Career Opportunities

Students with a Bachelor's degree in Human Development are qualified to work in a variety of settings related to providing services for others. These might include health care, child and adult care centers, community projects providing outreach to youth and adults, sales, service related government agencies such as housing, law enforcement, and criminal justice, and assisting with community development, both in the United States and around the world. A Bachelor's degree in Human Development may also prepare students for graduate studies in marriage, family, and child counseling, social work, teaching, public administration, psychology, business, or law.

For the complete proposal, visit the Curriculum Review website, line 7-31:

http://www.csusm.edu/academic_programs/catalogcurricula/2015-16_curriculum_coehhs.html

Students interested in these career opportunities should consult with advisors in appropriate areas before planning their programs. Finally, the Human Development major will prepare students for master's and doctoral level training in fields such as Sociology, Social Work, Marriage and Family Therapy, Anthropology, Ethnic Studies, Women's Studies, Psychology, and Human Development, among others.

For the complete proposal, visit the Curriculum Review website, line 7-31:

http://www.csusm.edu/academic_programs/catalogcurricula/2015-16_curriculum_coehhs.html

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BACHELOR OF ARTS IN HUMAN DEVELOPMENT

	Units
General Education*	51
Preparation for the Major*	15
Major Requirements	46

Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120

Preparation for the Major

Lower-division (15 units)

ANTH 200*	3
HD 101	3
HD 102	3
HD 220	3
HD 230 or HD 231*	3

- HD 230 is a traditional approach to research focusing on the various models to collect data. HD 231 is focused on developing interventions and delivery services that result from data gathering.

Upper-Division General Education "BB"
Select three (3) units from one of the following:
UDGE must be taken after you have completed 60 units
BIOL 321
BIOL 323
BIOL 325

Major Requirements

Upper-division (25 units)

Core Courses	25

Three (3) units of Management and Administration	3
HD 300	

Three (3) units of Theory	3
HD 301	

Nine (9) units of Lifespan Studies	9

Select nine (9) from the following choices:

HD 302	(3 units)
HD 303	(3 units)
HD 304	(3 units)

Seven (7) units of Field Studies	7
HD 495	(3 units)
HD 497	(4 units)

Three (3) units of Capstone	3
HD 490	

Upper-division (9 units)

Elective Courses	9

Select nine (9) units from the following options:
BIOL 327
BIOL 328
BIOL 329
HD 380
HD 381
HD 385

For the complete proposal, visit the Curriculum Review website, line 7-31:
http://www.csusm.edu/academic_programs/catalogcurricula/2015-16_curriculum_coehhs.html

Counseling Services Option Requirements

This concentration focuses on psychological well-being and distress throughout the human life span.

Twelve (12)) units of upper-division requirements

HD 360	3
HD 361	3
HD 382	3
HD383	3

Health Services Option Requirements

This concentration focuses on physiological well-being and illness throughout the human life span.

Twelve (12) units of upper-division requirements

HD 350	3
HD 351	3
HD 384	3
BIOL 321 0r 323 0r 325	3

The three units of BB courses taken to satisfy the Biology requirements cannot be double counted for the 3 units of Biology required for the Health option.

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General Option Requirements

This concentration focuses on psychological well-being and
Allows for an individualized course of study in human development.

Six (6) of upper-division requirements from other

options and six (6) Upper-Division HD Elective Courses

(courses will NOT count twice to meet requirement).

COURSE DESCRIPTIONS

GRMN 312 (3)
German Composition and Advanced Oral Practice
Advanced-level practice of German through oral and written exercises. *Conducted in German. Enrollment Requirement: GRMN 202.*

GRMN 314 (1-3)
Topics in German Culture
Selected topics of study drawn from German culture and civilization. Topics will vary according to the instructor, and the semester offered. Students should check the class schedule for listing of actual topics. *May be repeated for credit as topics change for a total of six (6) units. Conducted in German. Prerequisite: GRMN 201.*

GRMN 315 (3)
Introduction to Literature in German
Designed to help students read, understand, and enjoy a representative selection of masterpieces of German literature. It will survey the development of German literature from the age of Enlightenment to the present. Readings in fiction, poetry, and drama will introduce the students to a critical approach to literature. *Conducted in German. Recommended Preparation: GRMN 311. Enrollment Requirement: GRMN 202.*

GRMN 318 (3)
Business German
German language and culture within the context of German business and economics. Extensive reading, listening comprehension, and speaking exercise about up-to-date issues related to business and political matters. *Course conducted in German. Enrollment Requirement: GRMN 202.*

GRMN 331 (3)
Introduction to German Linguistics
Introduction to the linguistic analysis and scientific study of the German language. Examines a number of topics in German linguistics, including historical development and the relationship of German to other Germanic languages, German phonetics and phonology, morphology and word formation, and syntax. Looks at German sociolinguistics and dialectology, as well as varieties of German spoken in Eastern Europe and the Americas. *Course is taught in German and English. Enrollment Requirement: GRMN 202.*

GRMN 350 (3)
Civilization and Culture of German Speaking Countries
Study of the culture and civilization of the German people and the Germanic world. Analysis of literature, art, history, geography, and contemporary social structures. *Conducted in German. Enrollment Requirement: GRMN 202.*

GRMN 380 (3)
German Culture Through Film
Study of important aspects of German-speaking cultures and history as they are represented in film. Elements of film analysis. Compositions and analysis of selected grammar topics. *Conducted in German. Enrollment Requirement: GRMN 202.*

GRMN 395A (1) 395B (2) 395C (3)
Independent Study
Students will study their own field of interest within German, Austrian, and Swiss literature and culture. Readings, written papers, and oral discussions will be guided by the instructor. A minimum of three analytical papers will be required. *Students must meet weekly with the instructor. May be repeated for a total of nine (9) units. Conducted in German. Enrollment restricted to students who have obtained consent of instructor.*

GRMN 410 (3)
Topics in German Literature
Selected topics of study drawn from German Literature. *Topics will vary according to the instructor, and the semester offered. Students should check the class schedule for listing of actual topics. May be repeated for credit as topics change for a total of six (6) units. Conducted in German. Prerequisite: GRMN 311 or 312.*

HUMAN DEVELOPMENT (HD)

College of Education, Health and Human Services

HD 101 (3)
Introduction to Human Development Across the Lifespan Survey the concepts, theories, and research that make up lifespan development. Students will be introduced to concepts and applications in the four emphasis areas of the Human Development Program which include Counseling, Health, Children's Services, and Adult/Gerontology. *May not be taken for credit by students who have received credit for ID 170-1.*

HD 170 (1-3)
Topics in Human Development
Selected topics in Human Development. *May be repeated for a total of twelve (12) units as topics change. Credit may not be counted toward the Human Development major. Students should check the Class Schedule for the listing of actual topics. Enrollment restricted to students who have obtained consent of the instructor.*

HD 300 (3)
Administration in Human Service Settings
Theory and research in the effective management and administration of human service organizations. Subject matter includes ethics, confidentiality, funding and grant-writing, licensure, decision making and leadership, personnel management, public relations, and program evaluation. *Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

COURSE DESCRIPTIONS

HD 301 (3)
Theories of Human Development
Survey of theories in human development (drawn primarily from psychology, sociology, biology and anthropology) with a focus on their application in understanding social problems and issues, and their use in the development and delivery of human services. *Enrollment restricted to Human Development majors (and Liberal Studies majors with a declared Special Field in Child Development or Human Development) with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 350 (3)
Health and Human Development
Focuses on the intersection between health issues and human develop-ment across the lifespan. Explores health issues as they relate to points of human development, health policy, health promotion, prevention, wellness and disease across the lifespan. Includes a discussion of developmental, family and lifespan influences on health including health issues and explores culture as it relates to these topics. Gives students interested in health care careers essential knowledge to provide effective health services. *May not be taken for credit by students who have received credit for HD 370-1. Enrollment restricted to Kinesiology majors in the Health Science Option, and Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 360 (3)
Effective Counseling Interventions Across the Lifespan Provides a foundation in the theory of counseling and effective components of evidence-based interventions. Students will become familiar with empirically supported relationship variables that are critical to counseling interactions, evidence-based approaches to counseling across the lifespan, and specific strategies integral to these interventions. The impact of development and socio-cultural forces will be discussed. A scientific, theory-based approach to counseling, emphasizing the integra-tion of research and clinical work, using a developmental framework, will be used. *May not be taken for credit by students who have received credit for HD 370-2. Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 361 (3)
Introduction to Interpersonal, Interviewing, and Interaction Skills
Provides basic training in the interpersonal and communication skills integral to counseling-related careers. Includes a focus on ethics, confidentiality, intercultural and gender issues. *Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 370 (1-3)
Advanced Topics in Human Development
Selected topics in Human Development. *May be repeated for a total of twelve (12) units as topics change. Students should check the Class Schedule for the listing of actual topics. Enrollment restricted to students who have obtained consent of the instructor. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 380 (3)
Applications in Child and Youth Development
Considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of children and adolescents from multidisci-plinary, multicultural, and applied perspectives. Students will learn major theories of development in order to apply that knowledge to their work in evidence-based services and programs for children and youth. Includes a field experience component through which students will consider how their in-class learning is enacted in the lived experiences of children and youth. Special attention is given to identifying multicultural and socio-cultural influences on development. *May not be taken for credit by students who have received credit for HD 370-3. Also offered as EDUC 380. Students may not receive credit for both. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 490 (3)
Human Development in Perspective
A seminar intended for students in their final year of undergraduate study. Drawing from theories and knowledge gained from previous courses, this capstone course helps students to experience the applica-tion of such knowledge within allied health and human services fields. *Enrollment restricted to Human Development majors with Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 495 (3)
Field Experience in Human Development
Supervised experience providing service in health and human services setting. Students will spend approximately eight (8) hours per week, for a minimum of 90 hours during the semester, in a child, adolescent and/or adult human services organization. Students will participate in service delivery, conduct observations, attend weekly class meetings, read related material and prepare written reports. *May be repeated for a total of six (6) units, but no more than three (3) units of credit may be applied toward the major. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230. Students must have completed a pre-course orienta-tion offered the prior semester.*

California State University
SAN MARCOS

COURSE DESCRIPTIONS

HD 497 (4)
Applied Research in Human Development
Reviews the importance of theory, research objectives and various quantitative and qualitative methods. Students will be expected to participate in the development and implementation of an applied research study that they either initiate or is part of an ongoing research study. Students will be involved in data collection, data coding, data analysis and manuscript preparation. *Three hours of lecture and two hours of laboratory. Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HD 499A (1) 499B (2) 499C (3)
Supervised Independent Study
Independent study deals with a special interest not covered in a regular course or with exploration in greater depth of a subject introduced in a regular course. Discussion in individual conferences. *May be repeated for a total of six (6) units of credit. Enrollment restricted to students who have obtained consent of instructor. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

HISTORY (HIST)

College of Humanities, Arts, Behavioral and Social Sciences

HIST 101 (3)
World Civilizations to 1500
Surveys the history of the world from the early river-valley civilizations to the year 1500. Emphasis upon Afro-Eurasia and the Americas. Subject matter includes politics, society, religion, and global interactions. *May not be taken for credit by students who received credit for HIST 201.*

HIST 102 (3)
World Civilizations to Present
Surveys the history of the world from the 16th Century to the present. Examines transcultural interactions, colonialism, revolutions, industrialization, the world wars and the origins of the modern world.

HIST 130 (3)
U.S. History 1500-1877
Survey of the development and changing historical interpretation of American institutions and society from the colonial period through Reconstruction. Special attention to the interplay of European, American Indian, and African cultures in this development. Themes include immigration, colonial formation, Indian-white contact, constitutional development, economic change, religion, slavery, race relations, status of women, westward expansion, reform, and political parties. *May not be taken for credit by students who have received credit for HIST 230.*

HIST 131 (3)
U.S. History 1877-Present
A survey of the development and the changing historical interpreta- tion of institutions and society in the United States from the end of Reconstruction to the present. Special attention to the interplay between races and cultural diversity and conflict. Themes include immigration, constitutional development politics, economics, religion, reform, the growth of the U.S. as a world power, status of women, westward expansion, and urbanization. *May not be taken for credit by students who have received credit for HIST 231.*

HIST 300 (3)
Thematic Topics in History
Thematic topics in History. Topics may come from any world area or be comparative. *May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics.*

HIST 301 (3)
Historical Methods and Writing
Offers an introduction to historical methodology and theory. Explores the various approaches historians take to their study and the variety of tools historians use, including digital history. Students will produce an original research project based on primary sources, in engagement with existing historical scholarship.

HIST 305 (3)
Early Industrial Britain, 1688-1850
Charts the early economic transformation of Britain and its role in shaping issues of politics and constitutional forms; surrounding the developing of class, gender, and social relationships; framing questions of empire and imperial policy; and cultural and intellectual expression. Uses Britain's industrialization as a case study to isolate structural components of that process within the particular situation found in Britain from 1688-1850.

HIST 306 (3)
History of Internationalism and Human Rights
A course in intellectual history that considers the history behind the idea of human rights in the modern world. Explores how historical ideas about universalism and human nature from the 18th century forward led to challenges to the nation-state system as the dominant model of international society. Subjects include abolitionist movements, anti-imperialism, self-determination, and humanitarian agencies, with special emphasis on the League of Nations, United Nations, and the challenges that human rights pose to questions of national sovereignty. *May not be taken for credit by students who have received credit for HIST 300G.*

Report from the University Curriculum Committee (UCC), Water Management and Leadership – Intermediate Level (WTMI)

In April 2016, UCC began review of a P form to develop a Certificate of Specialized Study in Water Management and Leadership – Intermediate Level. This 12-unit course of study aims to develop knowledge and leadership skills in the next generation of water industry managers. The certificate was designed to provide recognition and educational achievement for individuals with at least one of the following: 1) CA technical certification and at least 2 years of supervisory experience in the water industry; 2) an Associate's degree and at least 5 years of supervisory experience in the water industry; or 3) a Bachelor's degree from a regionally accredited college/university interested in entering the water industry.

The proposal was developed to meet the needs of the state and nation, as there is a projected large-scale requirement of professionals within the water industry. The specialized certificate was developed in the College of Business Administration and will be offered in collaboration with Extended Learning.

The proposal came with the development of five courses:

WTRM 401: Survey of Water Management Fundamentals and Practices in California (2 units)
WTRM 411: Leadership for Water Managers (2 units)
WTRM 421: Environmental Issues, Policies & Regulations for Water Managers (3 units)
WTRM 423: Finance and Professional Relations for Water Managers (3 units)
WTRM 425: Core Concepts of Water Science, Engineering and Technology for Water Managers (2 units)

UCC's review process centered on the academic soundness and quality of the proposed curriculum to meet the aims described. The program proposal along with the curriculum underwent revisions as a part of UCCs review.

The P form proposal came to UCC approved by Liberal Studies and Political Science, as impacted disciplines; and by all other levels of review.

UCC carefully considered the proposal in light of the stated objective and voted to recommend the WTMI P form and all associated WTRM C forms for Senate approval.

For the complete proposal, visit the Curriculum Review website, lines 10-15:
http://www.csusm.edu/academic_programs/catalogcurricula/2015-16_curriculum_coba.html

PROPOSED CATALOG LANGUAGE FOR THE
CERTIFICATE OF SPECIALIZED STUDY IN WATER MANAGEMENT AND LEADERSHIP - INTERMEDIATE LEVEL (WTMI) *

The Certificate of Specialized Study in Water Management & Leadership – Intermediate Level aims to meet the need to recruit and educate the next generation of water industry managers and leaders. This certification will provide recognition of educational achievement. Many constituents of the water industry have expressed concern over the disproportionate numbers of water industry professionals retiring in the coming years. This "silver tsunami" is impacting the entire state and the nation. Water agencies, professionals and regulators across the region have expressed concern over the impact of the loss of knowledge and leadership with the large scale retirement of technical, managerial and executive personnel.

The Certificate of Specialized Study of Water Management and Leadership – Intermediate Level program requires successful completion of courses that combine into 12-semester unit Certificate. The classes have been developed and will be taught by water management faculty members on campus and practicing water management professionals in the region. Each class is designed to engage students by integrating theories and real world applications.

Admission and Application Requirements

- At least one of the following:
    - Possession of a Grade II or higher water or wastewater related technical certification issued by the state of California plus at least two (2) years in a supervisory capacity at a retail, wholesale or regional water/wastewater utility or a related public-entity regulatory or planning agency; or,
    - An Associate's degree from an accredited college plus at least five (5) years in a supervisory capacity at a retail or wholesale water/wastewater utility or a related public-entity regulatory or planning agency; or,
    - Bachelor's degree from a regionally accredited college or university.
- Submission of the online WTRMI Program Application (http://www. csusm.edu/el/WTRMI)
- Submission of current resume
- Hard copy transcripts from all colleges and universities attended and mail them to:

California State University San Marcos
Extended Learning
Attn: Student Services/WTRMI Program
333 S. Twin Oaks Valley Rd.
San Marcos, CA 92096

Courses:

WTRM 401	2
WTRM 411	2
WTRM 421	3
WTRM 423	3
WTRM 425	2

The Certificate of Specialized Study in Water Management and Leadership is offered through Extended Learning.

New Courses Being Approved with this Certificate Program:

WTRM 401   Survey of California Water Management Fundamentals and Practice
WTRM 411   Leadership for Water Managers
WTRM 421   Environmental Issues, Policies & Regulations for Water Managers
WTRM 423   Finance and Professional Relations for Water Managers
WTRM 425   Core Concepts of Water Science, Engineering & Technology

BLP Report: P-Form Water Resources Management Certificate
April 12, 2016

BLP met with Extended Learning (EL) representatives on April 5, 2016 and discussed the Extended Learning proposal for a Certificate on Water Management.

The discussion provided additional background information that helped BLP members understand the proposal – and its implications for the campus.

1. BLP members expressed concern over the EL "pricing model" and the ability to have the "fill-rates" that meet the EL cost structure.

EL noted that Industry saw the need for such a certificate – especially given the near-term turnover in middle/upper management due to retirements. They noted that:

- Industry leaders need a training pathway for its employees who want to step into these positions.
- Most water districts have development funding that employees can take advantage of.

This information allowed EL to define a curricular structure that could work within these constraints. The course price points roughly correspond to the employer provided training budget. The 3 semester program (1 calendar year) is designed to work over 2 discrete fiscal years – allowing water district employees to receive full reimbursement for the program costs. This should provide opportunity for continuous, robust enrollment. EL saw this as evidence that industry – at least over the early cycle of the certificate – would be able to fill enough seats to meet EL costs.

BLP recognized the EL has greater flexibility in its ability to suspend a certificate program (wither a cohort or the program itself) if enrollment targets are not met – and EL cannot sustain the costs. These are built into all EL program models.

2. BLP members wondered about the portability of the certificate. For example, industry associations have training programs designed to address needed skill sets. BLP wondered how this certificate could "map" to these programs.

EL noted that industry was involved in the creation of course structure for the certificate. EL point out that Industry had identified this certificate as an "entry" level certificate that addressed the basic knowledge and skill needs of local industry. They also acknowledged, that IF the certificate is successful, other "stackable" certificate modules could be provided to address specific industry needs (a model used in other CSUSM EL certificate programs).

EL noted that they will be working with their partners to insure due diligence on the portability of the certificates.

BLP voted to unanimously to approve this certificate.