

Academic Senate

December 2, 2009

Written Committee Reports

BLP	<p>BLP welcomes Matt Evans as the ASI representative to BLP.</p> <p>BLP reviewed the P-form for the proposed Certificate Program for Video Production in K-12 Education. Recommendations have been sent to the Academic Senate for a first reading at this December 2009 meeting.</p> <p>BLP has appointed a Subcommittee on Budget Reconciliation with the charge to provide information to the Academic Senate and University community on allocations to various categories of instructional/non-instructional funding, including trends and comparisons with other CSU campuses. The subcommittee will also develop standards for computing student/faculty ratios (SFR), and examine trends and comparisons with other CSU campuses with respect to SFR. In addition, the subcommittee will examine trends and comparison with other CSU campuses with respect to other important instructional measures such as average class size and the ratio of tenure-track to lecturer faculty. The committee is comprised of three faculty Wayne Aitken, Mohammad Oskoorouchi and Chuck De Leone, and three administrators, Bill Ward, Daniel Zorn, and Matt Ceppi. Preliminary reports are expected in the late Fall and early Spring semester, with a final report in the middle of the Spring Semester.</p> <p>BLP is developing a Policy and Procedures for Changes in Structure in Academic Affairs based on the final report of the Academic Affairs Structure Task Force.</p> <p>--K. Watson</p>
GEC	<p>Please consider serving on GEC. This committee currently has four vacancies from three colleges. Faculty voices are essential to this committee. GEC meets Thursdays, 10-12pm.</p> <p>GEC is bringing to the December 2 AS meeting a motion to eliminate the Computer Competency Requirement. A full informational packet is being provided to Senators.</p> <p>GEC continues the project to articulate General Education Learning Outcomes, using the CSUSM's GE Philosophy Statement, existing GE certification forms, and E.O. 1033, the Executive Order for the CSU GE curriculum.</p> <p>The GE Assessment Coordinator, Sharon Hamill, continues to report on assessment efforts throughout the campus.</p> <p>--Y. Meulemans</p>
NEAC	No report.
SAC	<ul style="list-style-type: none">• Completed Student Athletes' Absence Policy (second reading Senate 12/2)• Completed Student Absences for University Events and Religious Observances (first reading Senate 12/2)• Working with Dean of Students Blanshan on revisions to Student Grievance Policy <p>Future business: University Student Grade Appeals Policy revisions; New COE Student Grievances and Grade Appeals Policy</p> <p>--V. Anover & J. McDaniel</p>

NEAC Recommendations - 12/2/09

Committee	Seat (#)	Term	Name(s)
Academic Senate	CoAS (2)	Spring '10	Wayne Aitken Alyssa Sepinwall
Academic Senate	CoE (2)	Spring '10	Annette Daoud Suzanne Moineau
Faculty Affairs Committee	Lecturers	09/10	Kathleen Bates

Curriculum for Consent Calendar
December 2, 2009

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Rec'd AP	To UCC/ Senate	UCC Action/ Appr.
BA	P-2		Master of Business Administration	P-2	Soheila Jorjani	11/12/09	11/12/09	11/16/09
CS	111		Computer Science I	C-2	Rocio Guillen	9/16/09	9/16/09	11/30/09
CS	698		Master's Research Project	C-2	Rocio Guillen	4/14/09	8/31/09	11/30/09
BIOL	372		Tissue Physiology and Structure	C	Penny Perkins	7/23/08	9/11/08	11/16/09
BIOL	372L		Tissue Physiology and Structure Lab	C	Penny Perkins	7/23/08	9/11/08	11/16/09
BIOL	513		Ecology of Parasitism	C	Penny Perkins	7/23/08	9/11/08	11/16/09
ECON	435		Industrial Organization & Advanced Pricing Theory	C	Aaron Finkle	3/26/09	4/17/09	11/16/09
FREN	399		Internship/Fieldwork in Community & University Service	C	Veronica Anover	7/23/08	8/25/08	11/16/09
KINE	301		Motor Control and Learning	C-2	Kara Witzke	10/16/08	10/24/08	11/30/09
PSYC	300		Computer Applications in Psychology	C-2	Elisa Grant-Vallone	4/14/09	8/31/09	11/9/09

Curriculum Reconciliation

College of Arts & Sciences

Changes to courses:

CS 101 Delete course
 CS 112 Enrollment restriction change
 CS 212 Enrollment restriction change
 CS 232 Enrollment restriction change
 CS 280 Delete course
 CS 281 Delete course
 CS 301 Description change
 CS 380 Delete course
 CS 539 Prerequisite/enrollment requirement change
 ECON 330 Delete course
 ECON 426 Delete course
 ECON 491 Delete course
 KINE 202 Restriction change
 KINE 204 Restriction change
 KINE 316 Restriction change
 LING 300 Prerequisite/enrollment requirement change
 LING 300B Prerequisite/enrollment requirement change
 MUSC 396 Title and description change
 PSCI 359 Recommended Preparation/prereq. change
 PSCI 461 Prerequisite change
 PSYC 300 Enrollment requirement change
 PSYC 390 Enrollment requirement change

PSYC 391 Enrollment requirement change
 PSYC 392 Enrollment requirement change
 PSYC 393 Enrollment requirement change
 PSYC 394 Enrollment requirement change
 PSYC 395 Enrollment requirement change
 PSYC 396 Enrollment requirement change
 PSYC 402 Enrollment requirement change
 PSYC 424 Enrollment requirement/prerequisite change
 PSYC 432 Enrollment requirement change
 PSYC 461 Prerequisite change
 PSYC 465 Prerequisite change

College of Education

Changes to courses:

EDSS 511 Unit change
 EDSS 541 Unit change
 EDUC 607 Prerequisite change
 EDUC 614A Prerequisite change
 EDUC 614B Prerequisite change
 EDUC 615 Prerequisite change
 EDUC 618 Prerequisite change

1 SAC - Student Athletes and Class Absences Policy & Procedure

2 Approved by SAC—September 17, 2009

3 Revised November 19, 2009

4
5 **Definition:** Provides a means for students to request reasonable accommodations from
6 instructors for athletic events.

7
8 **Authority:** Executive Order 967

9
10 **Scope:** The Student Athletes and Class Absences Policy applies to students who are members of
11 teams officially recognized by Cougar Athletics. The policy provides a means for students to
12 notify their instructors of potential conflicts between class dates and athletic events, and for
13 instructors to convey to students and Cougar Athletics any concerns about the student's
14 completion of course requirements.

15
16
17 **Policy:** CSUSM provides a fair opportunity for student athletes to attend required courses in a
18 manner that allows them to participate in the requirements of their sports.

19
20
21 **Procedures:**

22
23 I. Intercollegiate athletics events supported by the University regularly require participation
24 by student athletes representing Cal State San Marcos teams. To accommodate such
25 participation, this policy defines the respective responsibilities of Cougar Athletics, student
26 athletes and instructors.

27
28 A. Cougar Athletics: Cougar Athletics shall provide each student-athlete a
29 memorandum regarding specific absences from classes for regularly-scheduled
30 competitions and potential post-season play (see Appendix A). If scheduling changes
31 occur, Cougar Athletics shall provide the student with a revised memorandum to be given
32 to instructors.

33
34 B. Student Athletes: By the end of the first week of classes, a student who expects to
35 be part of an official athletic event shall notify the instructors of affected courses. At that
36 time, the student shall request accommodation for any absences, missed examinations or
37 other assignments. If scheduling changes occur for regular and post-season or other
38 tournament play, the student shall immediately notify the instructors.

39
40 C. Instructors: When possible, the instructor shall reasonably accommodate the
41 student's required absence from class. An instructor who believes that the anticipated
42 absences would preclude successful completion of the course or would seriously affect
43 the student's grade shall inform the student and the Faculty Athletics Representative in
44 writing by the end of the second week of classes.

47 Appendix A: Letter from Cougar Athletics to Instructors of Student Athletes

48 [date]

49 Dear Instructor:

50 The student delivering this letter to you is on the official athletic team roster listed below. Also
51 included below is the university's official Student Athletes and Class Absences Policy. Please take
52 a moment to familiarize yourself with the policy and discuss with the student athlete what options
53 s/he has to make up assignments or activities s/he might miss because of her/his involvement in
54 intercollegiate athletics. Please refer to the team's schedule of competition that is included on the
55 back. Note that the schedule includes both scheduled contests and post-season competition (which
56 might or might not occur). If scheduled competitions change and/or the team makes it to post-
57 season competition, you will be notified as soon as possible.

58 If you believe that the anticipated absences during the regular season and/or post-season play
59 would preclude successful completion of the course or would seriously affect the student's grade,
60 please inform both the student and the Faculty Athletics Representative by the end of the second
61 week of classes. Email responses should be sent to [name of representative from Cougar
62 Athletics]@csusm.edu and the student. Should you have any questions about the student's
63 participation in intercollegiate athletics, please contact [name of representative from Cougar
64 Athletics] at [email] or [extension].

65 Sincerely,

67 [name of Faculty Athletics Representative] _____ [name of representative from Cougar
68 Athletics]

69 Faculty Athletics Representative _____ [title of representative from Cougar
70 Athletics]

71 STUDENT'S NAME: _____ SPORT: _____
72 _____

74 Official Team Roster for [sport] , [semester, year]

- 75 1. _____
76 2. _____
77 3. _____
78 4. _____
79 5. _____
80

81 Student Athletes and Class Absences Policy

82 [include Policy and Procedures section of Student Athletes and Class Absences Policy here]

83 Schedule of Events

84 [include scheduled competition and potential post-season competition date

1 | **GEC – Cross-Listing UDGE Courses**

2 |

3 | ~~Background: Title V of the California Education code refers to General Education in the CSU as~~
4 | ~~“General Education Breadth Requirements,” and states that:~~

5 |

6 | ~~General education breadth requirements in the California State~~
7 | ~~University are so designed that, taken with the major depth program and~~
8 | ~~elective credits presented by each candidate for the bachelor’s degree,~~
9 | ~~they will assure that graduates from the several campuses in the system~~
10 | ~~have made noteworthy progress toward becoming truly educated~~
11 | ~~persons....~~

12 |

13 | ~~————— Many students are taking Upper Division General Education (UDGE) courses in their~~
14 | ~~own major to satisfy the UDGE requirement, which goes against the intent of Title V as~~
15 | ~~interpreted from the designation as “breadth requirements.” In some majors, it has been~~
16 | ~~found that three quarters of the students take UDGE courses within their own major to~~
17 | ~~fulfill the UDGE requirements, thus missing the breadth that UDGE is supposed to~~
18 | ~~guarantee.~~

19 |

20 | ~~Therefore, be it resolved that:~~

- 21 |
- 22 | 1. ~~No student may use a course from their major area, or any course cross-listed with their major~~
23 | ~~area, to satisfy the upper division general education (UDGE) requirements BB, CC, DD.~~
- 24 |
- 25 | ~~2. ——— For majors requiring courses from a variety of disciplines, students are only prohibited from~~
26 | ~~using courses in their primary field within the interdisciplinary major to satisfy the UDGE~~
27 | ~~requirements.~~
- 28 |
- 29 | ~~2. ——— For interdisciplinary majors with a primary field, students are prohibited from using courses in~~
30 | ~~their primary field or any course cross-listed with their primary field. *In the case of Human*~~
31 | ~~*Development or similar majors in which students take courses from a variety of fields, and no*~~
32 | ~~*primary field is named, students are not prohibited from taking courses in these fields. (e.g.,*~~
33 | ~~*Human Development majors take courses in Biological Sciences, Psychology, and Sociology.*~~
34 | ~~*They are not prohibited from taking courses that are cross-listed with these fields.*~~
- 35 |
- 36 |
- 37 | ~~3. ——— This measure supersedes the “Upper Division General Education Requirement” resolution passed~~
38 | ~~by the Academic Senate on February 5, 2003.~~
- 39 |
- 40 | ~~34. This policy will go into measure shall take effect in the Fall of 2004/2010. (This will coincide with~~
41 | ~~the publication of the next catalog.)~~

APC – Undergraduate Catalog Rights Policy

Background and Rationale (APC 4/22/09)

- The current catalog language is not precise enough.
- The current practice at CSUSM does not work well with 1) significant changes in major/minor requirements and 2) students switching to a newly developed concentration/option/track.
- This new policy addresses these two problems by adding new possibilities to what Title V requires. Underlined sentences are those in addition to our catalog language.
- Although we prefer the students to avoid confusion by choosing one catalog term for all requirements, it is not possible to force a student to do this for a variety of reasons outlined in this document. We have decided to allow students to try to keep one term for all requirements.
- The language on page 73 of the current catalog should be changed to direct students to appropriate offices for declaring/changing his/her catalog term. It should also be changed to direct graduate and 2nd baccalaureate students to appropriate pages.

Definition: This policy defines catalog rights in relation to graduation requirements.

Scope: All CSUSM undergraduate students

Authority: Title V Section 40401

I. Election of Graduation Requirements and Catalog Rights for Undergraduate Students

A student may elect to meet the **graduation requirements in effect:**

1. at the time the student began his/her college program at any one of the California State University (CSU) campuses or California Community Colleges,
2. when the student entered the CSU campus from which s/he intends to graduate,
3. at the time the student applies for graduation or at the time the student graduates from CSU San Marcos,
4. at the time the student declares or changes his/her Major/Concentration/Option/Track/Minor, or
5. at the time changes in Major or Minor requirements are found to affect the student.ⁱ

By choosing the **catalog term(s)** [year and semester] for the graduation requirements, a student is claiming his/her **catalog rights**.

There are three types of **graduation requirements**:

- 1) **General University Requirements:** Total Units; Campus Residency; GPA; US History, Constitution and American Ideals; Writing Requirement; Language Other Than English; Computer Competency
- 2) **General Education Requirements:** Lower-Division Areas A-E, Upper-Division BB, CC, DD, and
- 3) **Major or (optional) Minor Requirements.**

A student's **catalog terms** may or may not be the same for all three types, as described below in Sections II and III.

As long as a student maintains **continuous attendance** at CSU San Marcos, or a combination of CSU campuses and California Community Colleges, his/her **catalog rights** are protected, and thus his/her **catalog term(s)** for the **graduation requirements** listed above, are protected. See Section VI for the definition of continuous attendance.

II. Typical Circumstance for Transfer Students

Transfer students attending a California Community College follow requirements in effect at the beginning of their study at a community college for General University and General Education. But the **catalog rights (and thus the catalog term)** for the Major or (optional) Minor are established when the

51 Major or Minor is declared at CSU San Marcos, and at that time, the student may also select the catalog
52 term for General University and General Education requirements to be the same as that of the Major or
53 Minor requirements.

54 55 **III. Special Circumstances for Major and (optional) Minor Requirements**

56 57 **Discontinued/Modified Courses**

58 If a student is following an earlier version of a Major/Minor in which his/her department has discontinued
59 or modified required courses, the department will authorize appropriate substitutions.

60 61 **Changes in the Curriculum**

62 If the Major/Minor requirements change, a student may select the catalog term for Major/Minor
63 requirements in effect at the time the student requests the change. The student may also select the catalog
64 term for General University and General Education requirements to be the same as that of the Major or
65 Minor requirements.

66 67 **Changing the Major/Concentration/Option/Track/Minor**

68 If while enrolled, a student declares or changes his/her Major/Concentration/Option/Track/Minor, the
69 student may select the catalog term for the Major or Minor requirements in effect at the time of the
70 declaration or change. The student may also select the catalog term for General University and General
71 Education requirements to be the same as that of the Major or Minor requirements.

72 73 **IV. Graduating Students**

74
75 Regardless of the previously declared *catalog term(s)*, when a student applies for graduation, s/he may
76 select the catalog term for any of the graduation requirements in effect 1) at the time the student applies
77 for graduation or 2) at the time the student graduates.

78 **V Continuous Attendance and Out-One Term for Undergraduate Students** (from page 73 of the
79 current catalog)

80 81 **Continuous Attendance**

82 Continuous attendance/enrollment, as it refers to attendance by a student at any campus of The California
83 State University, means enrollment in at least one course for at least one regular semester in each calendar
84 year. Absence due to an approved educational leave or for attendance at another accredited institution of
85 higher learning shall not be considered an interruption in attendance, if the absence does not exceed two
86 years.

87 88 **Out-One Term**

89 An “out-one term” for an undergraduate student is a regular semester (either spring or fall) of any
90 calendar year in which s/he does not enroll in any course or drops from all courses by the end of the
91 add/drop period, and which immediately follows a semester in which s/he was enrolled in at least one
92 course beyond the add/drop period. A student maintains *catalog rights* during the out-one term. After
93 exhausting the “out-one” allowance, if a student does not enroll and attend the subsequent term, the
94 student must reapply for admission and may forfeit catalog rights, unless the student is granted an
95 Educational Leave of Absence. Absence due to an approved educational leave shall not be considered an
96 interruption in attendance if the absence does not exceed two years.

1 **APC - Graduation Requirements for Baccalaureate Degrees and Academic Certificate Programs**

2
3 *Rationale for the change: The definition better reflects the contained policies. The policy is being*
4 *updated to reflect EO 971, which allows awarding of multiple degrees at a single commencement and*
5 *multiple baccalaureate degrees to appear on a single diploma. This policy to take effect with the*
6 *students graduating in Fall 2010 and is intended to appear in the 2010-12 General Catalog.*
7
8

Definition Unit requirements for all degree undergraduate programs, minors, and academic certificate programs, and representation on diplomas and transcripts

Authority Title V, CSU, and the President.

Scope All CSUSM undergraduate and academic certificate programs.

9
10
11 I. Unit Requirement

12
13 Every baccalaureate degree requires completion of a minimum of 120 semester units. Some
14 choices of majors will require more than 120 semester units; the descriptions of each major
15 specify how many units are required.

16
17 At least forty (40) units shall be in upper-division credit and no more than seventy (70) units may
18 be transferred from a community college.

19
20
21 II. Major Requirements

22
23 Every baccalaureate degree must include an approved major. A major for a Bachelor of Arts
24 degree must include at least twenty-four (24) units exclusive of units used to meet the General
25 Education requirement and a major for a Bachelor of Science degree must include at least thirty-
26 six (36) units exclusive of units used to meet the General Education requirement. For a Bachelor
27 of Arts degree, at least twelve (12) units required in the major shall be upper-division courses,
28 and for a Bachelor of Science degree, at least eighteen (18) units required for the major shall be
29 upper-division. Most majors require more than these minima.

30
31
32 III. Multiple Majors

33
34 It is possible for a student to complete more than one major within one degree (for example, a
35 B.A.). Each major must consist of at least 24 semester units that are completely separate and
36 distinct from the other majors' requirements and General Education. To be recognized as
37 graduating with multiple majors, a student must declare the additional major(s) with the
38 appropriate discipline or program no later than the beginning of the student's final year of study.
39 The completion of additional majors within one degree will be noted at the time of graduation by

40 appropriate entries on the student's transcript and on the diploma. Majors appear on the diploma
41 in the order in which the student has designated them to be the first major, second major, etc.
42

43 It is also possible for a student to complete a major (or majors) in one degree concurrently with
44 additional majors from a different degree (for example, a major in a B.S. concurrently with
45 another major from a B.A.). Each major must consist of at least 24 semester units that are
46 completely separate and distinct from the other majors' requirements and General Education. By
47 declaring which major is the first major, second major, etc., the student also declares -the order in
48 which the degrees, and the majors leading to these degrees, appear on the diploma and transcript.
49 Students must make this declaration no later than the beginning of the student's final year of
50 study.
51

52 IV. Minors

53
54 An undergraduate student may elect to complete one or more minors; this is not a degree
55 requirement. After the first minor, each subsequent minor must contain twelve units beyond
56 those used for major requirements and other minors. Students may not declare or receive a minor
57 in the same subject or title as the major. Unless the description of the major(s) and minor
58 contain additional stated restrictions, there is no restriction on double-counting units in the
59 major(s) and the first minor that a student declares. Minors are awarded as part of a
60 baccalaureate degree. The completion of a minor will be noted on the student transcript, but not
61 on the diploma.
62

63 64 V. Academic Certificates & Certificate Programs

65
66 Cal State San Marcos grants certificates to individuals who complete certificate programs that
67 enhance major requirements or credential programs. A certificate is issued upon the successful
68 completion of an academic certificate program. The university acknowledges the completion of a
69 certificate by recording it on the student transcript, but not on the diploma.
70

APC Academic Calendar Assumptions
November 16, 2009

APC presents the AY 2011-2014 calendar with the following assumptions and restrictions.

- **The Fall semester** begins on a Monday and contains fifteen weeks of instruction, but we lose four weekdays: Labor Day, Veteran's Day, Thanksgiving Day, and the Friday after Thanksgiving Day. There are thus **71 instructional days in the Fall**. Since the day of the week for Veteran's Day changes from year to year, there is **no fixed pattern of MTWRF frequencies**. For already approved 2008-09, 2009-10 and 2010-11 calendars, these were 14-14-15-14-14, 14-15-14-14-14 and 14-15-15-13-14, respectively. **For the proposed 2011-12, 2012-13 and 2013-14 calendars, these will be 14-15-15-14-13, 13-15-15-14-14 and 13-15-15-14-14, respectively.** Saturday classes do not meet over Thanksgiving weekend.
- **The Spring semester** begins on either the Monday before or the Tuesday after Martin Luther King, Jr. Day and contains fifteen weeks of instruction and a Spring Break week (the same week as Cesar Chavez Day). We lose one weekday (for Martin Luther King, Jr. Day) which leaves **74 instructional days** in the Spring. The MTWRF **frequency pattern is always 14-15-15-15-15**. Saturday classes meet on the weekend at the beginning of Spring Break, but not on the weekend at the end of Spring Break.
- **Together** the Fall and Spring semesters contain **145 instructional days, the minimum required number**. There are fourteen Saturdays in the Fall and Spring semester, but these are not officially counted as "instructional days," since Saturday is not a typical class day.
- **Summer session** runs for **11 weeks**. The first day of instruction is a Monday unless the first half-session would otherwise have two fewer Saturdays than the second half-session, in which case it is a Saturday; this is an "Independence Day effect."
- **All grading for the Fall semester is completed before Winter Break**. There are either four days in this grading period (Monday through Thursday) unless December 25 falls on a Friday or Saturday, in which case the grading period is shortened to three days (Monday through Wednesday).
- **There is an entire week set aside for final exams for each semester**. It runs Monday through Saturday in the Fall and Saturday through Friday in the Spring. The Saturdays of finals week count as academic work days (academic work days are instructional days, faculty preparation days, final exam days and grading days).
- There is a four-day (Tuesday through Friday) **faculty preparation period** the week before class start in the Fall; Convocation is held during this period. There

is a three-day (Wednesday through Friday) faculty preparation period for the Spring semester.

- There is a four day (Monday through Thursday, after Commencement weekend) **grading period** at the end of the Spring semester.
- There is **no instruction in the week before the faculty preparation period**, and Summer session grades are due the Thursday of that week. This allows working days for grading, as Summer session classes end the preceding week.
- There is **one full week of "processing time"** between the end of the Spring semester and the start of Summer session. At least this much time is necessary for Advising and EMS Operations/Registrar to act on Spring grades for disqualification, etc.
- **The last day in the first half of the Fall and Spring semesters is the eighth Friday of the semester.**

Additional Comments:

- **The effect of the Academic Calendar on Lecturer Benefits in January:** Lecturers who have an appointment with a time-basis of at least .40 who do not have a Spring appointment with a time-basis of at least .40 lose benefits at the end of the last month before the pay-period containing the start of the Spring semester. The calendar principles that San Marcos has been using sometimes call for the Spring semester to begin late enough that the beginning of the semester can be contained entirely in the February pay-period, which means that benefits for the group of lecturers defined above expire at the end of the January pay-period (depending on the year, January 29, 30 or 31). All three of the calendars being proposed for 2011-12, 2012-13 and 2013-14 begin early enough that it is necessary to use the January pay-period for the beginning of the Spring semester, and so benefits for these lecturers will expire at the end of the December pay-period (always December 31).
- **Why Spring Break is not aligned with Easter; Why Cesar Chavez Day falls during Spring Break:** All CSU campuses are required to be closed in observance of Cesar Chavez day. If Spring Break were moved to any other week besides the week with Cesar Chavez Day, then – because we would not hold on class on five days in addition to Cesar Chavez Day (as opposed to the current practice of four days in addition to Cesar Chavez Day), the calendar would be one instructional day short. Additionally, the Academic Senate asked the old APP to investigate aligning Spring Break with Easter back in 1997-98, and APP concluded that there was too much variability in terms of when Easter Sunday falls. For instance, while Easter Sunday will be the first Sunday of the proposed Spring Break in 2013-14 (March 31, 2013), the following year it is April 20 and there are only two weeks of instruction remaining in the Spring semester after this Sunday.

2010-2011 ACADEMIC CALENDAR

(For information only; this calendar has already been approved)

SUMMER 2010 Term

June 1 (Tue)	First day of classes for 11-week Summer classes and classes in first half-Summer block
July 5 (Mon)	Independence Day holiday (observed) — campus closed
July 7 (Wed)	Last day of classes for classes in first half-Summer block
July 8 (Thur)	First day of classes for classes in second half-Summer block
August 1 (Sun)	Initial Period for filing applications for Spring 2011 begins
August 14 (Sat)	Last day of classes for 11-week Summer classes and classes in second half-Summer block
August 19 (Thur)	Grades due from instructors; last day of Summer term

FALL 2010 Semester

August 24-27 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 30 (Mon)	First day of classes
September 6 (Mon)	Labor Day holiday — campus closed
October 1 (Fri)	Initial period for filing applications for Fall 2011 begins
October 16 (Sat)	Last day of class for first session of Fall half-semester classes*
October 18 (Mon)	First day of class for second session of Fall half-semester classes*
November 11 (Thur)	Veteran's Day — campus closed
November 25-26 (Thur-Fri)	Thanksgiving holiday — campus closed
December 11 (Sat)	Last day of classes
December 13-18 (Mon-Sat)	Final examinations
December 22 (Wed)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays — campus closed

SPRING 2011 Semester

January 12-14 (Wed-Fri)	Faculty pre-instruction activities
January 17 (Mon)	Martin Luther King Jr. Day — campus closed
January 18 (Tue)	First day of classes
March 12 (Sat)	Last day of class for first session of Spring half-semester classes*
March 14 (Mon)	First day of class for second session of Spring half-semester classes*
March 28-April 2 (Mon-Sat)	Spring break — campus closed March 31 for Cesar Chavez Day
May 6 (Fri)	Last day of classes
May 7-13 (Sat-Fri)	Final examinations
May 14 (Sat)	Commencement
May 19 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

2011-2012 ACADEMIC CALENDAR

SUMMER 2011 Term

May 31 (Tue)	First day of classes for 11-week Summer classes and classes in first half-Summer block
July 4 (Mon)	Independence Day holiday — campus closed
July 6 (Wed)	Last day of classes for classes in first half-Summer block
July 7 (Thur)	First day of classes for classes in second half-Summer block
August 1 (Mon)	Initial Period for filing applications for Spring 2012 begins
August 13 (Sat)	Last day of classes for 11-week Summer classes and classes in second half-Summer block
August 18 (Thur)	Grades due from instructors; last day of Summer term

FALL 2011 Semester

August 23-26 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 29 (Mon)	First day of classes
September 5 (Mon)	Labor Day holiday — campus closed
October 1 (Sat)	Initial period for filing applications for Fall 2012 begins
<u>October 15-21 (SatFri)</u>	<u>Last day of class for first session of Fall half-semester classes*</u>
<u>October 17-22 (MonSat)</u>	<u>First day of class for second session of Fall half-semester classes*</u>
November 11 (Fri)	Veteran's Day – campus closed
November 24-25 (Thur-Fri)	Thanksgiving holiday – campus closed
December 10 (Sat)	Last day of classes
December 12-17 (Mon-Sat)	Final examinations
December 22 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

SPRING 2012 Semester

January 11-13 (Wed-Fri)	Faculty pre-instruction activities
January 16 (Mon)	Martin Luther King Jr. Day — campus closed
January 17 (Tue)	First day of classes
<u>March 10-9 (SatFri)</u>	<u>Last day of class for first session of Spring half-semester classes*</u>
<u>March 12-10 (MonSat)</u>	<u>First day of class for second session of Spring half-semester classes*</u>
March 26-31 (Mon-Sat)	Spring break – campus closed March 30 for Cesar Chavez Day (observed)
May 4 (Fri)	Last day of classes
May 5-11 (Sat-Fri)	Final examinations
May 12 (Sat)	Commencement
May 17 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

2012-2013 ACADEMIC CALENDAR

SUMMER 2012 Term

May 29 (Tue)	First day of classes for 11-week Summer classes and classes in first half-Summer block
July 3 (Tue)	Last day of classes for classes in first half-Summer block
July 4 (Wed)	Independence Day holiday — campus closed
July 5 (Thur)	First day of classes for classes in second half-Summer block
August 1 (Wed)	Initial Period for filing applications for Spring 2013 begins
August 11 (Sat)	Last day of classes for 11-week Summer classes and classes in second half-Summer block
August 16 (Thur)	Grades due from instructors; last day of Summer term

FALL 2012 Semester

August 21-24 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 27 (Mon)	First day of classes
September 3 (Mon)	Labor Day holiday — campus closed
October 1 (Mon)	Initial period for filing applications for Fall 2013 begins
<u>October 20-19 (SatFri)</u>	<u>Last day of class for first session of Fall half-semester classes*</u>
<u>October 22-20 (MonSat)</u>	<u>First day of class for second session of Fall half-semester classes*</u>
November 12 (Mon)	Veteran's Day (observed) — campus closed
November 22-23 (Thur-Fri)	Thanksgiving holiday — campus closed
December 8 (Sat)	Last day of classes
December 10-15 (Mon-Sat)	Final examinations
December 20 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays — campus closed

SPRING 2013 Semester

January 9-11 (Wed-Fri)	Faculty pre-instruction activities
January 14 (Mon)	First day of classes
January 21 (Mon)	Martin Luther King Jr. Day — campus closed
<u>March 9-8 (SatFri)</u>	<u>Last day of class for first session of Spring half-semester classes*</u>
<u>March 11-9 (MonSat)</u>	<u>First day of class for second session of Spring half-semester classes*</u>
April 1 (Mon)	Cesar Chavez Day (observed) — campus closed
April 1-6 (Mon-Sat)	Spring break
May 3 (Fri)	Last day of classes
May 4-10 (Sat-Fri)	Final examinations
May 11 (Sat)	Commencement
May 16 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

2013-2014 ACADEMIC CALENDAR

SUMMER 2013 Term

May 28 (Tue)	First day of classes for 11-week Summer classes and classes in first half-Summer block
July 2 (Tue)	Last day of classes for classes in first half-Summer block
July 3 (Wed)	First day of classes for classes in second half-Summer block
July 4 (Thur)	Independence Day holiday — campus closed
August 1 (Thur)	Initial Period for filing applications for Spring 2014 begins
August 10 (Sat)	Last day of classes for 11-week Summer classes and classes in second half-Summer block
August 15 (Thur)	Grades due from instructors; last day of Summer term

FALL 2013 Semester

August 20-23 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 26 (Mon)	First day of classes
September 2 (Mon)	Labor Day holiday — campus closed
October 1 (Tue)	Initial period for filing applications for Fall 2014 begins
<u>October 12-18 (SatFri)</u>	<u>Last day of class for first session of Fall half-semester classes*</u>
<u>October 14-19 (MonSat)</u>	<u>First day of class for second session of Fall half-semester classes*</u>
November 11 (Mon)	Veteran's Day — campus closed
November 28-29 (Thur-Fri)	Thanksgiving holiday — campus closed
December 7 (Sat)	Last day of classes
December 9-14 (Mon-Sat)	Final examinations
December 19 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays — campus closed

SPRING 2014 Semester

January 8-10 (Wed-Fri)	Faculty pre-instruction activities
January 13 (Mon)	First day of classes
January 20 (Mon)	Martin Luther King Jr. Day – campus closed
<u>March 8-7 (SatFri)</u>	<u>Last day of class for first session of Spring half-semester classes*</u>
<u>March 10-8 (MonSat)</u>	<u>First day of class for second session of Spring half-semester classes*</u>
March 31 (Mon)	Cesar Chavez Day — campus closed
March 31-April 5 (Mon-Sat)	Spring break
May 2 (Fri)	Last day of classes
May 3-9 (Sat-Fri)	Final examinations
May 10 (Sat)	Commencement
May 15 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

1 **Resolution in Support of “A Day without the CSU”**

2
3 WHEREAS, Severe budget cuts have had a horrendous impact on the 400,000-plus students and
4 47,000 employees of the CSU; and

5
6 WHEREAS, In an effort to provide a specific and dramatic example of the effect of these cuts,
7 the Academic Senate of the CSU has called upon all campuses to designate March 2, 2010, as a
8 furlough day; now, therefore, be it

9
10 RESOLVED, That the Academic Senate of California State University San Marcos urges
11 President Haynes to designate March 2, 2010 (in place of January 19, 2010), as a Common
12 Faculty Furlough Day; and be it further

13
14 RESOLVED, That the Academic Senate of California State University San Marcos urges
15 President Haynes to join the Academic Senate in promoting community understanding of the
16 impact of defunding of the CSU through local media outlets; and be it further

17
18 RESOLVED, That the CSUSM Academic Senate will forward copies of this resolution to our
19 faculty, the CSUSM Provost and President, all CSU Academic Senates, the CSU Chancellor, the
20 CSU Executive Vice Chancellors, and the CSU Board of Trustees.

**Resolution in Response to Research, Scholarship, & Creative
Activity Program Funding Cuts**

WHEREAS, A decision has been made by the Chancellor's Office to not fund the Research, Scholarship, and Creative Activities Program (RSCA) for 2009-2010; and

WHEREAS, RSCA funds have been an important source of small grant funding to support the research, scholarship and creative activities of CSUSM's faculty and, although limited, these funds have been one of the few steady sources of faculty development funds that have provided funding to facilitate small research projects (many of which include student researchers), travel to research sites, travel to conferences to present research findings, and other resources for creative activities; and

WHEREAS, The CSU provosts documented the benefits of the RSCA grant program in an April 2007 report to the Chancellor's Office, noting the value of research and creative activity to student learning and to maintaining a high-quality professoriate; and

WHEREAS, The CSU provosts in the same report recommended continued support from the Chancellor's Office for the RSCA grant program; and

WHEREAS, RSCA grants often allow new faculty, still in the process of making their transition to CSUSM, to get their research programs up and running, which can also set the stage for seeking larger grant funding from outside agencies; and

WHEREAS, Summer RSCA grants have allowed many faculty to spend focused time on their research, which regularly resulted in articles, book chapters, edited volumes, grants proposals, conferences and other scholarly activities, which are necessary to meet the requirements of the reappointment, tenure and promotion (RTP) process; and

WHEREAS, The loss of the RSCA funds disproportionately affects the newer probationary faculty, at a time when their paychecks have already been reduced by 9.3% and their scholarly activities are impacted by furloughs, lack of equipment funds, larger class sizes, and lack of other professional development funds due to extraordinary budget fallouts; and

WHEREAS, Academic Senate recognizes the importance of the RSCA funds in providing critical support for the development of faculty as teacher-scholars; now, therefore, be it

RESOLVED, That the Academic Senate of California State University San Marcos calls upon the Chancellor's Office to reinstate the funding for the Research, Scholarship, and Creative Activities Program; and be it further

RESOLVED, That the CSUSM Academic Senate calls upon our representatives to the statewide CSU Academic Senate to raise this concern within that body; and be it further

RESOLVED, That the CSUSM Academic Senate will forward copies of this resolution to our faculty, the CSUSM Provost and President, all CSU Academic Senates, the CSU Chancellor, the CSU Executive Vice Chancellors, and the CSU Board of Trustees.

**Resolution Affirming the Importance of Shared Governance
in Program Discontinuance in the CSU**

1 Whereas, State of California legislation, academic history, and common sense recognize the
2 importance of shared governance; and

3
4 Whereas, Program discontinuance policies should have been established at the respective
5 campuses of the California State University (CSU) through the shared governance process;
6 and

7
8 Whereas, There is great concern that some CSU campus administrations may be short-
9 circuiting their own program discontinuance policies in order to address budget
10 shortcomings; now, therefore, be it

11
12 *Resolved*, That the California State University San Marcos (CSUSM) Academic Senate urge
13 campus administrations to abide by their own established discontinuance policies and the
14 principles of shared governance that underlie these policies; and be it further

15
16 *Resolved*, That the CSUSM Academic Senate distribute this resolution to the Chancellor of
17 the CSU, to the Presidents of the twenty-three campuses in the CSU, to the Chairs of the
18 CSU Senates, and to the Academic Senate of the California State University.

APC – IB vs. AP vs. CLEP (for 11/18/09)

~~APC decides the passing scores and number of units to be given (Table for AP and CLEP)~~

~~based on the College Board recommendations and Coded Memoranda,~~

~~GEC and departments with EMS will decide the course/GE articulation~~

External Examination	Determination of Units for Graduation Credit	Use in General Education	Articulation with CSUSM courses	Limit on Number of Units (per E.O. 1036)
Advanced Placement (AP)	Coded Memo AA-2009-11, College Board Recommendations, and unit-values of CSUSM courses already articulated with AP exams	Already done (by GEC in 2005-06)	Already done (APC with departments following up on work by GEC)	No limit
International Baccalaureate (IB)	Coded Memo AA-2009-11	Needs to be done by GEC	EMS to coordinate articulation process (as it would with a community college course)	No limit
College-Level Examination Program (CLEP)	Coded Memo AA-2009-11 and College Board Recommendations	Needs to be done by GEC	EMS to coordinate articulation process (as it would with a community college course)	Counts toward a 30-unit limit on all external examination credit (other than AP and IB)

APC – Advanced Placement Credit Policy (REVISION)

Background and Rationale:

The original Advanced Placement Credit policy of 1995 awarded a uniform 6 semester of units of university credit for every AP score of 3 or better, although American Council in Education (ACE) guidelines and Executive Order 365 recommend fewer units for some exams, and it did not provide guidance on the use of Advanced Placement credit in General Education; and

A revision developed by the Admissions Office and brought to the Academic Senate by the Academic Planning and Policy (APP) Committee in AY 2000-01 was returned to the Academic Senate for revision by the University administration; and

Several new Advanced Placement examinations have been developed since the last AP policy was approved; and

The increasing number of Advanced Placement examinations being submitted by incoming students for credit highlights the need for an up-to-date policy; and

The General Education Committee completed a comprehensive review of Advanced Placement in Fall 2006; and

In AY 2006-07 and in Fall 2007, the Academic Policy Committee has reviewed Advanced Placement syllabi, surveyed Advanced Placement practices at other CSU campuses and AP offerings at several local high schools, and consulted Chancellor's Office documents pertaining to Advanced Placement and the most recent ACE recommendations; and

Academic Senate endorsed the proposed Policy and Procedures governing Advanced Placement Credit. Before an administrative response was received, the Chancellor's Office released three coded memos in 2008 and 2009 requiring further minor changes to the policy in the awarding of credit. These changes are denoted below.

Definition	This policy governs the awarding of credit to students who have taken Advanced Placement examinations.
Authority	Executive Order 1036 ; Executive Order 665 (Determination of Competence in English and Mathematics); Chancellor's Office Memorandum of September 25, 1997 (Inclusion of Advanced Placement Examinations in General Education-Breadth Certification); Chancellor's Office Memorandum AA-2008-28, 2008-52, 2009-11(CSU Systemwide Credit for External Examinations)
Scope	The undergraduate curriculum of CSU San Marcos.

I. EXECUTIVE SUMMARY

California State University San Marcos awards graduation credit to students who have received a score of 3, 4, or 5 on a College Board Advanced Placement (AP) examination in accordance with CSU Executive Order [365-1036](#) (Systemwide Credit by Evaluation), and as described below.

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When a student receives a score of 3, 4 or 5 on an AP examination¹, s/he

- Receives credit toward graduation which is recorded on the student's transcript,
- and, depending on the course, s/he may also
- Satisfy certain requirements for a major or minor,
- Satisfy prerequisite requirements for a more advanced course,
- May be exempt from certain placement examinations, and
- Satisfy certain General Education and other general graduation requirements.

When a student passes an AP exam (i.e., receives a score of 3, 4 or 5), s/he may not also receive graduation credit for taking a course articulated with the AP exam, or a course which is a prerequisite thereto.

II. GRADUATION CREDIT.

Students receive ~~either 3 or 6 units of~~ credit toward graduation as described in the table below. Generally, 3 units of credit are awarded for passing AP exams corresponding to courses described by College Board as the equivalent of one-semester college courses and 6 units of credit for passing AP exams corresponding to courses described by College Board as equivalent to year-long courses with reductions in awarded credit when students successfully pass overlapping AP exams with scores of 3 or higher.

AP Examination passed with a score of 3, 4, or 5	Units of Graduation Credit
Art History	6
Biology	6
Calculus AB	3-5 (but 0 if the Calculus BC exam is also passed)
Calculus BC	6 <u>9</u>
Chemistry	6
Chinese Language & Culture	6
Computer Science A	3 (but 0 if the Computer Science AB exam is also passed)
Computer Science AB	6
Economics: Macro	3
Economics: Micro	3
English Language and Composition	6
English Literature and Composition	6
Environmental Science	3 <u>4</u>
European History	6
French Language	6
French Literature	6
German Language	6
Government and Politics: Comparative	3
Government and Politics: United States	3
Human Geography	3
Italian Language & Culture	6

¹ For simplicity, the policy refers throughout to Advanced Placement *examinations*, but in Studio Art, students submit portfolios of completed work in place of sitting for an examination. The Studio Art portfolios are scored on the same scale as the examinations.

69	Japanese Language & Culture	6
70	Latin Literature	6
71	Latin: Vergil	6 3
72	Music Theory	6
73	Physics B	6-8 (but 3-4 if one Physics C exam is passed, and 0 if both Physics C exams are passed)
74	Physics C: Mechanics	3 4
75	Physics C: Electricity and Magnetism	3 4
76	Psychology	3
77	Spanish Language	6
78	Spanish Literature	6
79	Statistics	3
80	Studio Art – Drawing Portfolio	3
81	Studio Art – 2-D Design Portfolio	3
82	Studio Art – 3-D Design Portfolio	3
83	United States History	6
84	World History	6

III.

APPLICATION TOWARD SPECIFIC REQUIREMENTS

- 86
87
88 A. Every AP exam will be articulated with CSUSM courses (to the extent possible) in a
89 manner similar to articulation of courses taken at another institution for the purpose of
90 satisfying the requirements for a major or minor. The College Board Course Descriptions
91 will form the basis of these articulation “agreements.”
92
93 B. The articulation agreements may differentiate between the different AP score levels and
94 assign different course articulations to different scores.
95
96 C. The course(s) articulated with a level of performance on an AP exam may have a
97 different number of total units than the units of graduation credit as described in the
98 preceding table.
99
100 1. If more units are awarded for successful completion of an AP exam than for the
101 articulated course, then the excess units are “free elective” units which can be
102 applied to the minimum number (usually, 120) of units required for a bachelor’s
103 degree.
104
105 2. If fewer units are awarded for successful completion of an AP exam than for the
106 articulated course, then the student need not make up the difference provided that
107 s/he still meets the minimum unit requirements for a bachelor’s degree and for
108 the number of units in the major exclusive of units used to meet General
109 Education requirements.
110
111 D. A student may not receive graduation credit for subsequently taking a course which is
112 articulated with the AP credit that s/he has received, nor for a course which is a
113 prerequisite to such a course.
114

IV. PLACEMENT EXAMINATION EXEMPTIONS

- 115
116
117 A. Students receiving a score of 3, 4, or 5 on either the English Language and Composition
118 or the English Literature and Composition AP examinations are exempt from the
119 requirement of taking the CSU English Placement Test (EPT).

120
121 | **B.** Students receiving a score of 3, 4, or 5 on either the Calculus AB, Calculus BC, or
122 | Statistics AP examinations are exempt from the requirement of taking the CSU Entry
123 | Level Mathematics (ELM) Examination.
124

125 V. USE IN GENERAL EDUCATION AND OTHER GENERAL GRADUATION
126 | REQUIREMENTS
127

128 | The General Education Committee shall determine which General Education requirements – if
129 | any – are satisfied by sufficiently high scores on AP exams.
130

131 | The General Education Committee shall determine which of the other specific graduation
132 | requirements over which it has jurisdiction (the U.S. History, Constitution and American Ideals
133 | Requirement, the Language Other Than English Requirement, the Computer Competency
134 | Requirement, and the Graduate Writing Assessment Requirement) – if any – are satisfied by
135 | sufficiently high scores on AP exams.
136

137 **PROCEDURES**
138

139 I. IMPLEMENTATION
140

141 | If approved in the ~~2007-08~~2009-10 Academic Year,

- 142 | • Graduation credit will be awarded as in Section II of the Policy for all AP exams taken July 1,
143 | ~~2008-2010~~, or later;
- 144 | • AP credit for exams taken prior to July 1, ~~2008-2010~~, will be awarded as currently posted on
145 | the Undergraduate Advising Services website
146 | (http://www.csusm.edu/Academic_Advising/ap/index.htm); and
- 147 | • New course articulations take effect as they are received from academic departments by the
148 | campus Articulation Coordinator (See Section III of the policy).
149

150 II. RECORDING OF CREDIT
151

152 | Credit earned by examination will be identified as such on the student's permanent record. The
153 | name of the examination and the score earned will be included as well.
154

155 III. PUBLICATION IN UNIVERSITY NOTICES
156

157 | The Curriculum and Scheduling Office will publish in the General Catalog a comprehensive table
158 | of all Advanced Placement exams indicating

- 159 | • Units of credit awarded (as stipulated in the policy);
- 160 | • Any course articulations which have been approved;
- 161 | • Any placement examination requirements that are waived through AP exam scores;
- 162 | • Any General Education requirements satisfied through AP exam scores; and
- 163 | • Any other general graduation requirements satisfied through AP exam scores.

APC – International Baccalaureate Program Credit Policy (NEW)

1		
2		
3	Definition	This policy governs the awarding of credit to students who have received diplomas
4		from the International Baccalaureate Program.
5	Authority	Executive Order 1036
6	Scope	The undergraduate curriculum of CSU San Marcos.
7		

I. BACKGROUND

The International Baccalaureate (IB) Program enables students, who have reached the university level of education outside the classroom and before matriculation, to demonstrate their knowledge and to earn baccalaureate credit.

CSU San Marcos recognizes the high scholastic quality of the International Baccalaureate (IB) program. High school students holding the IB diploma (not certificate) are eligible for admission and will receive 6 units of credit for each higher level examination passed with a minimum score of 4. Application of credit to a major or minor is determined through the campus articulation process in a manner similar to articulation of courses taken at another institution for the purpose of satisfying the requirements for a major or minor.

The International Baccalaureate curriculum is comprised of six subject groups:

1. Best language,
2. Second modern language,
3. Individuals and Societies,
4. Experimental Sciences,
5. Mathematics, and
6. Arts Electives.

IB Diploma Programme candidates are required to study six subjects: one subject each from groups one to five, and a sixth subject from group six or an elective. The electives include a second subject from groups one to four, further mathematics at a standard level, computer science, and a school-based syllabus approved by the IB school.

At least three and not more than four of the six subjects are taken at a higher level (HL), the others at a standard level (SL). Each subject is graded on a scale of 1 point (minimum) to 7 points (maximum).

When a student receives a passing score on an IB examination, s/he

- Receives credit toward graduation which is recorded on the student's transcript, and, depending on the course, s/he may also
- Satisfy certain requirements for a major or minor,
- Satisfy prerequisite requirements for a more advanced course, and
- Satisfy certain General Education and other general graduation requirements.

When a student passes an IB exam, s/he may not also receive graduation credit for taking a course articulated with the IB exam, or a course which is a prerequisite thereto.

49 II. GRADUATION CREDIT

50

51 CSU San Marcos awards six units of credit for each International Baccalaureate Higher Level
52 subject examination passed with a score of 4 or better.

53

54 A student may not receive graduation credit for subsequently taking a course, which is
55 articulated with the IB credit that s/he has received, or for a course that is a prerequisite to such a
56 course.

57

58 IB credit may not be awarded when course credit has been granted at a level more advanced than
59 that represented by the examination.

60

61 III. USE IN SPECIFIC MAJOR REQUIREMENTS

62

63 Every IB exam will be articulated with CSUSM courses (to the extent possible) in a manner
64 similar to articulation of courses taken at another institution for the purpose of satisfying the
65 requirements for a major or minor. The IB Diploma Programme Curriculum descriptions
66 (<http://www.ibo.org/diploma/curriculum/>) will form the basis of these articulation “agreements.”
67

68

68 IV. USE IN GENERAL EDUCATION AND OTHER GENERAL GRADUATION
69 REQUIREMENTS

70

71 The General Education Committee shall determine which General Education requirements – if
72 any – are satisfied by sufficiently high scores on IB exams.

73

74 The General Education Committee shall determine which of the other specific graduation
75 requirements over which it has jurisdiction (the U.S. History, Constitution and American Ideals
76 Requirement, the Language Other Than English Requirement, the Computer Competency
77 Requirement, and the Graduate Writing Assessment Requirement) – if any – are satisfied by
78 sufficiently high scores on IB exams.

79

80 **Procedures:**

81

82 I. RECORDING OF CREDIT

83

84 To receive credit, applicants who plan to enroll at CSUSM, should request a copy of their IB
85 transcript of grades be sent to the Office of Admissions for evaluation. IB examinations not
86 covered by the IB course articulation table will be reviewed on a case-by-case basis, via petition
87 to the Director of Registration and Records.

88

1 **APC: College-Level Examination Program Policy (NEW)**
2

3 **Definition** This policy governs the awarding of credit to students who have taken
4 College Level Examination Program examinations.

5 **Authority** Executive Order 1036

6 **Scope** The undergraduate curriculum of CSU San Marcos.

7 **Policy:**

8 I. BACKGROUND

9 The College-Level Examination Program (CLEP), sponsored by The College Board, enables students, who
10 have reached the university level of education outside the classroom and before matriculation, to demonstrate
11 their knowledge and to earn baccalaureate credit.

12 There are five CLEP *General Examinations* for which credit is awarded: College Mathematics, Social Science
13 and History, English Composition, Natural Sciences, Humanities. These General Examinations provide a
14 comprehensive measure of undergraduate achievement in these basic areas of the liberal arts. Students who
15 successfully pass one or more of these examinations earn credit that applies to CSUSM's General Education
16 Program. The application of the credit is displayed on the Transfer Evaluation.

17 There are also currently 30 *Subject Examinations*. These differ from the *General Examinations* in that they are
18 more closely tied to course content and are intended to cover material that is typical of university courses in
19 these subjects. Before taking a Subject Examination, students should consult with the relevant department. If
20 the department approves, the students may earn credit for specific university courses by passing a Subject
21 Examination.

22 California State University San Marcos awards graduation credit to students who have received a passing score
23 on a CLEP examination in accordance with CSU Executive Order 1036 (Systemwide Admission Eligibility
24 and/or Baccalaureate Credit Awarded for External Examinations, Experiential Learning, and Instruction in
25 Non-Collegiate Settings) and follow-up Coded Memoranda – most recently AA-2009-11 (System-wide Credit
26 by Evaluation), and as described below.

27 When a student receives a passing score a CLEP examination, s/he

- 28 • Receives credit toward graduation which is recorded on the student's transcript,
29 and, depending on the course, s/he may also
- 30 • Satisfy certain requirements for a major or minor,
- 31 • Satisfy prerequisite requirements for a more advanced course, and
- 32 • Satisfy certain General Education and other general graduation requirements.

33 When a student passes a CLEP exam, s/he may not also receive graduation credit for taking a course
34 articulated with the CLEP exam, or a course which is a prerequisite thereto.

35 II. GRADUATION CREDIT

36 Students receive units of credit toward graduation as described in the table in Appendix A.

37 The total credit earned through CLEP examinations and all other external examinations (excluding Advanced
38 Placement and International Baccalaureate) that may be applied to a baccalaureate shall not exceed 30 units.

46 III. APPLICATION TOWARD SPECIFIC REQUIREMENTS

47
48 Every CLEP exam will be articulated with CSUSM courses (to the extent possible) in a manner similar to
49 articulation of courses taken at another institution for the purpose of satisfying the requirements for a major or
50 minor. The College Board Course Descriptions
51 (<http://www.collegeboard.com/student/testing/clep/exams.html>) will form the basis of these articulation
52 “agreements.”

53
54 The articulation agreements may differentiate between the different CLEP score levels and assign different
55 course articulations to different scores. For example, an exam might have two cut-off scores with the lower one
56 corresponding to the first course of a two-course sequence and the higher corresponding to the entire sequence.

57
58 The course(s) articulated with a level of performance on a CLEP exam may have a different number of total
59 units than the units of graduation credit as described in the table in Appendix A.

- 60 • If more units are awarded for successful completion of a CLEP exam than for the articulated course,
61 then the excess units are “free elective” units which can be applied to the minimum number (usually,
62 120) of units required for a bachelor’s degree.
- 63 • If fewer units are awarded for successful completion of a CLEP exam than for the articulated course,
64 then the student need not make up the difference provided that s/he still meets the minimum unit
65 requirements for a bachelor’s degree and for the number of units in the major exclusive of units used
66 to meet General Education requirements.

67
68 A student may not receive graduation credit for subsequently taking a course which is articulated with the
69 CLEP credit that s/he has received, nor for a course which is a prerequisite to such a course.

70
71 IV. USE IN GENERAL EDUCATION AND OTHER GENERAL GRADUATION REQUIREMENTS

72
73 The General Education Committee shall determine which General Education requirements – if any – are
74 satisfied by sufficiently high scores on CLEP exams.

75
76 The General Education Committee shall determine which of the other specific graduation requirements over
77 which it has jurisdiction (the U.S. History, Constitution and American Ideals Requirement, the Language Other
78 Than English Requirement, the Computer Competency Requirement, and the Graduate Writing Assessment
79 Requirement) – if any – are satisfied by sufficiently high scores on CLEP exams.

80
81 **Procedures:**

82
83 I. IMPLEMENTATION

84
85 If approved in the 2009-2010 Academic Year,

- 86 • Any student already evaluated for CLEP credit prior to approval of this policy will retain their
87 evaluated credit;
- 88 • Graduation credit will be awarded as in Section II of the Policy for all CLEP examinations taken July
89 1, 2010 or later; and
- 90 • New course articulations take effect as they are received from academic departments by the campus
91 Articulation Coordinator (See Section III of the Policy).

92
93 II. RECORDING OF CREDIT

94
95 A student who has taken CLEP examinations should request that scores be sent to the Office of Admissions.

96
97 Credit earned by examination will be identified as such on the student’s permanent record. The name of the
98 examination and the score earned will be included as well.

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103

Appendix A: CSUSM Credit Awarded for CLEP Examinations

Recommendations taken from American Council of Education and Coded Memorandum AA-2009-11
(System-wide Credit by Evaluation)

Examination	Passing Score	Credit Granted
BUSINESS		
Accounting, Principles of	50	6
Business Law, Introductory	50	3
Information Systems and Computer Applications	50	3
Marketing, Principles of	50	3
Management, Principles of	50	3
COMPOSITION AND LITERATURE		
American Literature	50	6
Analyzing and Interpreting Literature	50	6
Composition, Freshman College	50	6
English Composition with or without Essay	50	6
English Literature	50	6
Humanities	50	6
MODERN LANGUAGES		
French	50	6
	62	12
German	50	6
	63	12
Spanish	50	6
	66	12
SOCIAL SCIENCES AND HISTORY		
American Government	50	3
Educational Psychology, Introduction to	50	3
History of the United States I	50	3
# History of the United States II	50	3
Human Growth and Development	50	3
Macroeconomics, Principles of	50	3
Microeconomics, Principles of	50	3
Psychology, Introductory	50	3
Social Sciences and History	50	6
Sociology, Introductory	50	3
Western Civilization I	50	3
Western Civilization II	50	3
SCIENCE AND MATHEMATICS		
Algebra, College	50	3
Algebra – Trigonometry, College	50	3
Biology	50	6
Calculus	51	3
Chemistry	48	3
	50	6
Mathematics, College	50	6
Natural Sciences	50	6
Precalculus	50	3
Trigonometry	50	3

104

APC: Excess-Units Seniors Policy

Background and Rationale (APC 10/19/09)

- *The Chancellor's Office has asked each campus to have a policy on excess-units seniors (aka. Super Seniors) to better manage our enrollment.*
- *There are currently 337 Active students (excluding Nursing) with over 135 total earned units*
 - *98 have NOT applied for graduation (37 in COBA and 61 in COAS)*
 - *239 (71 %) have already applied for graduation*
- *135 was chosen as the cut off line because of the unit requirements in certain disciplines (e.g. COBA).*
- *It will be very time consuming to come up with the list of students for each category to treat them differently. This is going to be manual work. Information is not online. Therefore, we have decided to treat all students in the same manner until they come in for an advising session.*
- *It may take many weeks to give an advising session to all students. If a hold is placed, these students will have trouble registering on time. Therefore, we have avoided placing a hold.*
- *There is no way in People Soft to force students to register for specific courses.*
- *There may only be a very small number of students in the last table (i.e. have not applied for graduation and have no excuses) (much less than 100).*

Definition: This policy defines the term “excess-units seniors”, outlines the procedure for facilitating graduation of such students, and gives a policy to prevent “excess-units seniors.”

Scope: All CSUSM undergraduate students

Authority: The President of the University

I. Excess-Units Seniors

The term “excess-units senior” will be used in this document to describe students who have more than 134 total earned units and not declared in a Nursing plan or the Liberal Studies Integrated Credential Program. There are two different groups of excess-units seniors: the first group has already applied for graduation, and the second group has not applied for graduation. For both groups, intrusive advising shall be used to facilitate their graduation.

II. Excess-Units Seniors Who Have Applied for Graduation

If the student is already in the Graduation Review Process, advisors will determine if the student will be able to graduate on time.

If the student has all the courses needed to graduate, the Registrar shall automatically graduate the student immediately.

If it is determined that it will not be possible for the student to graduate as planned, the following procedure shall be followed:

A. If two or fewer classes are needed beyond the planned graduation date, the advisor shall review the student's records for possible course substitution approvals from appropriate departments or programs to graduate the student on time.

B. If more than two classes are needed beyond the planned graduation date,

1. The student shall be given the earliest priority registration date to facilitate enrollment in outstanding course requirements.
2. Student's expected graduation term shall be updated to keep the student in the graduation review process.
3. A special notation without a registration hold shall be placed on the student record, and an email shall be sent urging the student to come in for an advising session.

- 54 4. The list of outstanding course requirements determined through the graduation review process shall be
 55 given to the student and a copy shall be kept in the student's file.
 56 5. The student shall be told to register for the needed courses to complete the degree as quickly as
 57 possible.
 58

59 III. Excess-Units Seniors Who Have Not Applied for Graduation

60
 61 There are two different categories of students within this group of students who have not applied for graduation.
 62 The students in Category A have legitimate documented reasons for not being able to apply for graduation yet.
 63

64 Category A.	Remedy
65 >= 135 units but with multiple majors	advising
66 >= 135 units but with a minor	advising
67 >= 135 units but changed majors	advising
68 >= 135 units but transfer units > 70	advising

69
 70 For Category A students, the following procedure shall be followed:
 71

- 72 1. A special notation (without a registration hold) shall be placed on the student record, and an email shall be
 73 sent urging the student to come in for an advising session.
- 74 2. An advisor shall check the degree progress to make sure the student is on the right track for graduation.
- 75 3. A graduation report document shall be created outlining necessary courses. This document shall be given
 76 to the student and a copy shall be kept in the student's file.
 77

78 The students in the following category do not have legitimate documented reasons for not applying for graduation.
 79

80 Category B.	Remedy
81 >=135 units and no documented reasons. Still need courses to graduate	advising
82 >=135 units and no documented reasons. No courses needed to graduate	advising + 83 graduation

84
 85 For Category B students, the following procedure shall be followed:
 86

- 87 1. A special notation shall be placed on the student record, and an email shall be sent urging the student to
 88 come in for an advising session.
- 89 2. Advisors will determine if there is a special reason for not applying for graduation.
- 90 3. Advisors shall review the student's Degree Progress Report to determine exactly which classes are needed
 91 for graduation. This report shall be provided to the student and a copy shall be kept in the student's file.
- 92 4. The student shall be told to register for the needed courses to complete the degree and any possible goals
 93 as quickly as possible.
- 94 5. If the student has no special reason and the student has enough units to apply for graduation, the
 95 application shall be submitted automatically for the student.
- 96 6. If the student has no special reason and the student already has all the courses needed in his/her major to
 97 graduate, the Registrar shall automatically graduate the student immediately.
 98

99 IV. Prevention of Excess-Units Seniors

- 100 • Students with more than 120 attempted units may not add a second major or minors.
- 101 • Students with more than 120 attempted units may not declare additional major(s) or minor(s).
- 102 • Students on academic probation needing to declare a new major may do so upon an approval by a faculty
 103 advisor.
- 104 • Students with more than 120 attempted units may not change their majors unless the change of major
 105 allows for a faster graduation.
 106

1 **The Computer Competency Requirement (CCR) at CSUSM**

2 ***Information for Senators regarding the policy change to eliminate the CCR as a graduation***
3 ***requirement***

4 The GEC is bringing forth a motion to eliminate the CCR from the GE curriculum, effective
5 immediately. Included is the following: 1. Current catalog language in regards to the CCR, 2.
6 Proposed catalog language regarding technology use at CSUSM, 3. Rationale for eliminating the
7 CCR, 4. Replacing the CCR, 5. A brief history of the CCR, 6. A copy of the CCR exam

8
9 **1. Current catalog language**

10
11 *Delete the following from the CSUSM University Catalog, 2008-2010, Graduation Requirements,*
12 *page 91:*

13
14 **Computer Competency Requirement**
15 **(CCR)**

16 The purpose of this requirement is to ensure that students are competent in the basics of computer use early in their
17 studies. The "basics" comprise the
18 following areas:

- 19 • browsing the internet and e-mail,
- 20 • basic word processing skills,
- 21 • basic spreadsheet skills, and
- 22 • virus detection and computer ethics.

23
24 The Computer Competency Requirement must be fulfilled in the first or second semester of attendance as a student
25 at Cal State San Marcos. After the second semester, registering for any further classes at Cal State San Marcos will
26 be restricted until the Computer Competency Requirement is fulfilled. Students fulfill the Computer Competency
27 Requirement by passing the CCR exam. There is no cost for taking the exam, and study materials are available on-
28 line. The CCR exam tests students' competencies in the four areas listed above. Students pass the CCR exam and
29 fulfill the Computer Competency Requirement by achieving a passing score in each area. Students may take the
30 CCR exam multiple times until all of the modules are passed. Students only need to retake the failed modules; once
31 a module is passed, a student need not retake it. The CCR exam is offered throughout the year. The exam takes
32 approximately two-to-three hours to complete. Exam schedules and meeting places will be posted on the CCR
33 web site: www.csusm.edu/iits/CCR. Students who are certain that they cannot pass the CCR exam may register for
34 CS 100. This 1 unit, CR/NC course will provide instruction for each of the modules on the CCR exam. Students
35 who have already passed the CCR exam may not register and receive credit for CS 100. Effective with Fall 2009,
36 students will no longer be able to use a course taken at another institution to satisfy the CCR. Any questions
37 regarding the CCR should be directed to the Computer Competency Requirement Coordinator at (760) 750-4788.

38
39 **2. Proposed catalog language**

40 *The language below would be placed under "Other Policies" section of "Academic Regulations*
41 *and Catalog Rights" of University Catalog. ("Other Policies" includes policies on academic*
42 *freedom, academic honesty, course syllabi, and student conduct.)*

43
44 **Technology Use at CSUSM**

45 Students at Cal State San Marcos will be required by faculty to use a variety of technologies to deliver instruction
46 and complete assignments. Such technologies include, but are not limited to: web-based technology, word-
47 processing software, and learning management systems. Students are also expected to have a basic knowledge of
48 safe and ethical computing.

49
50 Students who feel they need support in building their technology skills may register for CS 100. This course
51 provides training in basic computing. The Student Technology Help Desk (STH) also provides support and training
52 for students. Hours and types of assistance are detailed at: <http://www.csusm.edu/iits/support/studenthd/> Degree
53 programs may also have specific technology skills requirements. Students are expected to inquire with faculty
54 and/or advisors to determine what these requirements are and to seek out assistance if needed.

55 **3. Why eliminate the CCR?**

56 The CCR is under the purview of the GEC per Article 6.8.1 of *the Constitution and Bylaws of the*
57 *University Faculty and Academic Senate*. Particularly in the last several years, various problems
58 regarding not only the content of the exam but the administration of the CCR have been
59 addressed by the GEC. This past spring, a new set of problems were brought to the attention of
60 GEC. As conversations began in earnest about the CCR, there was virtually unanimous
61 agreement that the CCR was not doing what the faculty who had established the CCR in 1990
62 intended it to do: ensure that entering students had a level of technology fluency necessary to
63 succeed at CSUSM.

64
65 The current exam focuses on Microsoft Office software, and includes portions on using the
66 Internet and some multiple-choice questions on ethical issues in computing. Discussions in GEC
67 frequently brought up concern that this does not reflect the wide range of technologies that
68 students need to be conversant with. The exam is also very labor-intensive to administer and
69 grade. Work has begun to administer and grade the exam online, but as discussions continued
70 about the systematic problems regarding the exam, concern was expressed about the amount
71 of time and resources being placed on improving a fundamentally flawed exam. Further, a
72 consistent theme in conversations was that even once a student has passed the CCR, significant
73 gaps in their technology skills are still evident.

74
75 Creating a valid and reliable exam that captures the variety of technologies that CSUSM
76 students will need to use would be an enormous undertaking. Given the current budget
77 environment, it would be almost unseemly to add this to anyone's workload. Further, a single
78 exam is most likely not the best means to effectively assess students' technology skills.

79
80 The current budget environment is admittedly another reason for this proposal. The CCR
81 requires a significant amount of resources from a variety of units on campus. Students spend a
82 significant amount of time fulfilling this requirement. The cost of continuing this requirement
83 does not seem to worth the benefit (if any) to students' educational experience.

84
85 It is also worth noting that no other CSU campus has a single exam requirement for entering
86 students regarding technology skills. CSU-Monterey Bay does require students to select a
87 course that has a particular emphasis on information/technology, and a few campuses require
88 a tutorial/course/learning module for information literacy/competency. Information
89 literacy/competency is not the same as technology skills.

90
91 **4. What, if anything, should replace the CCR?**

92 Eliminating the CCR does not mean that students are now entering CSUSM with all the
93 technology skills they need. A very valid concern is that there would be no formal means of
94 assessing students' skills without the CCR and students from high schools with minimal
95 technology use would be especially affected.

96
97 GEC is asking that several actions be taken in order to ensure that entering students are aware
98 of the high expectations from faculty regarding technology skills. Academic Advising is willing
99 and able to dedicate a portion of orientation to discussing technology expectations at CSUSM.
100 Students will also be directed to take CS 100 or a similar course such as those available at

101 community colleges if they feel they need extensive training on basic computing. And lastly,
102 they will ensure that students are reminded about the Student Technology Help Desk, which
103 exists solely to support students' technology use at CSUSM. Language on all of these issues will
104 also be added to the student handbook that is distributed to students at orientation.
105 Instructors can also include a statement in their syllabi regarding technology expectations in
106 their course or field of study.

107
108 A particular area of concern is providing students with information on ethical and safe
109 computing. GEC will ask the Executive Committee to refer to the appropriate Senate committee
110 a review the existing Responsible Use Policy
111 (<http://www.csusm.edu/iits/security/program/rup.html>) and Academic Honesty Policy (p. 84,
112 2008-2010 General Catalog) to determine if further clarification to students regarding ethical
113 and safe computing needs to be drafted and communicated to students.

114

115 **5. A brief history of the CCR at CSUSM**

116 In order to provide a historical context to the CCR, below are the relevant excerpts from the
117 CSUSM General Catalogs as well as Senate resolutions passed in regards to the CCR.

118

119 From the (first) 1990-1991 General Catalog:

120

121 ***Computer Literacy***

122 Beginning with academic year 1991-92, all students must pass the CSU, San Marcos basic computer
123 competency examination the first semester of attendance. The examination will be "hands-on", and will
124 assess the following competencies:

- 125 • Knowledge of booting personal computer,
- 126 • Ability to recognize basic computer terminology such as: what constitutes a floppy disk, a hard disk, a
127 terminal, etc.
- 128 • Knowledge of how to set up, find, or edit a directory (or how to use the hierarchical file system on the
129 Macintosh personal computers)
- 130 • Ability to use at least three different computer applications such as:
131 a word processor (editing, moving text, spell-checking, etc)
132 a spreadsheet (create, edit and balance a checkbook)
133 a database (create an address file)
134 a statistical package
135 a graphics application
- 136 • Knowledge of computer ethics, especially regarding copyright issues

137

138 Students who are unable to complete all or parts of the examination will be referred to self-paced tutorials
139 and/or workshops on selected topics.

140

141 Upon completion of the examination, students will be certified for computer competency and will be
142 permitted to register for a second semester at the University.

143 The exact same statement also appeared in the 1992-1993 General Catalog.

144

145 Beginning with the 1992-1993 General Catalog, students were given one more semester to
146 meet this requirement and they were allowed to complete certain courses instead of passing
147 the examination. Additionally, this catalog section was now re-titled and the samples of basic
148 computer terminology were updated.

149

150

151 ***Computer Competency***

152 All students must fulfill the CSU, San Marcos basic computer competency examination by the end of the
153 second semester of attendance. Students will be required to demonstrate the following competencies:

- 154 • Knowledge of booting a personal computer,
- 155 • Ability to recognize basic computer terminology such as: RAM, byte, hard disk, etc.
- 156 • Knowledge of how to find, and access a directory (IBM PC) or a folder (Macintosh)
- 157 • Ability to use a word processor
- 158 • Ability to use at least three different computer applications such as:
 - 159 a spreadsheet
 - 160 a database
 - 161 a statistical package
 - 162 a graphics application
 - 163 a desktop publishing application
- 164 • Knowledge of computer ethics, especially regarding copyright issues, information rights, and
165 computer viruses

166
167 Students may fulfill the requirement in several ways such as:

- 168 • Passing the CSU, San Marcos computer competency examination
- 169 • Obtaining a grade of C or better in one of the following CSU, San Marcos courses:
 - 170 Business Administration 201
 - 171 Computer Science 304
 - 172 Psychology 300
 - 173 Visual Arts 302
- 174 • Obtaining a grade of C or better in one of the many approved courses offered at local community
175 colleges, completed within two years of first enrollment at CSUSM.

176
177 Students who wish to prepare for the computer competency examination may take advantage of self-paced
178 tutorials and workshops offered at the University.

179
180 Upon completion of the examination, students will be certified for computer competency and will be
181 permitted to register for a third semester at the University.

182

183 With minor changes, this same wording was used through the 1996-1997 General Catalog. The
184 most significant changes had to do with the list of courses that could be taken to meet this
185 requirement:

- 186 • Business Administration 201 was removed in the 1993-1994 General Catalog
- 187 • MUSC 302 was added, and CS 304 become CS 301, in the 1994-1995 General Catalog
- 188 • CS 101 was added in the 1995-1996 General Catalog

189

190 This was revised substantially for the 1997-1998 General Catalog:

191

192 ***Computer Competency Requirement***

193 The Computer Competency Requirement (CCR) at CSU San Marcos is a requirement for all baccalaureate
194 students, irrespective of major. The requirement states that a student must demonstrate basic computer
195 competency in the following areas:

- 196 • an understanding of basic computer concepts,
- 197 • the ability to recognize basic computer terminology,
- 198 • an understanding of software ethics issues and concerns in today's society
- 199 • virus protection and prevention,
- 200 • the ability to use a word processing application, and
- 201 • ability to use two other computer applications.

202 The CCR should be cleared in the first or second semester of attendance at CSU San Marcos. After the second
203 semester, registering for any further classes at CSU San Marcos will be restricted until the CCR is fulfilled.

204

205

206 How can the Computer Competency Requirement be fulfilled?
207 • By earning a C or better in a course which meets CSU San Marcos' minimum computer literacy requirements
208 either at CSU San Marcos or at another institution of higher learning. Students are advised to consult with their
209 academic advisor or the CCR Coordinator at (760) 750-4788.

210
211 Currently the following courses at CSUSM meet this requirement. Please refer to the Class Schedule for days
212 and times of course offerings:

213	CS 101	MUSC 302
214	CS 111	PSYC 300
215	CS 301	VSAR 302

216 Please refer to the current CSU San Marcos Schedule for days and times of course offerings.

217 The following is a partial list of courses from other San Diego County educational institutions, which meet the
218 requirement:

219 Mesa, San Diego City, Miramar Community College: *CIS 110*

220 Palomar College: *CIS 105, 120*

221 MiraCosta Community College: *CIS 100*

222 Any off-campus course taken more than two years prior to the student's first semester of attendance at CSU San
223 Marcos will not be considered for CCR equivalency.

224
225 Questions about eligibility of a particular course for CCR equivalency should be referred to the Academic
226 Advisors and/or to the CCR Coordinator at (760) 750-4788.

227
228 • By passing the Computer Competency Requirement Exam at CSU San Marcos.

229
230 All materials covered in the Computer Competency Requirement exam are available at the Reserve Desk in the
231 CSU San Marcos Library. In addition to assist students in their preparation for the CCR exam, the University
232 offers a series of workshops each semester. These workshops are designed for the student who already has
233 considerable experience but needs to review basic computer concepts before taking the CCR exam. Workshop
234 schedules and registration forms as well as information about CCR exam scheduling are available in the
235 Instructional Computing Labs in Academic Hall.

236
237 Questions regarding the Computer Competency Requirement should be directed to the Academic Advisors
238 and/or to the CCR Coordinator at (760) 750-4788.

239
240 This version remained in effect (with some editorial changes) through the 2001-2002 General
241 Catalog. The two most significant changes between 1997-98 and 2001-02 were:

- 242 • In 1999-2000, this material was re-arranged so that the bullet about passing the CCR exam
243 was moved from third to first position on the list of ways to satisfy the CCR (as part of an
244 effort to encourage students to take the CCR exam).
- 245 • In 2000-01, the reference to workshops was removed.

246
247 The Academic Senate approved the following resolution changing the CCR policy in May 2001.
248 The policy change was approved by administration in on January 25, 2002 (the text presented
249 below is taken from Official Policies and Procedures website):

250
251 A resolution proposing updating of the University Computer Competency graduation requirement,
252 forwarded from the General Education Committee [GEC] of the Academic Senate, for first reading before
253 the Senate on April 11, 2001.

254
255 BACKGROUND

- 256 • the Founding Mission Statement of the California State University, San Marcos [CSUSM] included
257 "fundamental computer competence" in the "university's definition of the liberal arts and sciences in these
258 times," and promises to prepare students to "live cooperatively and competitively in a world of
259 ...technological change"
- 260 • the current Computer Competency Graduation Requirement [CCR] was set up to insure that students
261 become competent in the rudiments of computer use early in their studies at CSUSM

- a large majority of students fulfill the CCR by earning a C or better in designated courses (all currently three-unit courses) rather than passing the computer competency exam
- there is currently no assessment of whether the students receiving a C or better in these courses actually can demonstrate competency in the areas designated in the CCR
- many students arrive on campus already possessing basic computer competency and thus able to fulfill the CCR by exam, but choose instead to take one of the designated three-unit courses, thus creating a disproportionate demand for these courses
- the expectations of computer-competent graduates of CSUSM far exceed those expectations embodied in the current CCR
- the expectations by the faculty and the surrounding community of computer-competent graduates will vary depending on the program, department or college granting the degree

BE IT RESOLVED THAT

1. the CCR be revised to comprise two parts or levels: an entry-level Computer Basics Requirement, the CBR, and a discipline-specific Computer Intensive Requirement, or CIR;
2. the skills comprising the CBR be designated as the basics of computer use, word processing, internet browsing, email, and spreadsheets;
3. students must pass a computer basics competency exam which covers these competencies, within their first semester of attendance at CSUSM, in order to fulfill the CBR;
4. the GEC work with interested faculty and IITS [Instructional and Informational Technology Services] to develop this computer competency exam;
5. students failing to demonstrate sufficient competency on this exam be directed to complete non-credit modules, which focus on the basic computer competencies, and to seek help from tutors in the Computer Consulting Center;
6. the GEC work with interested faculty and IITS to develop learning modules covering each of the entry-level computer competencies, and that these modules be made available to all prospective and enrolled students;
7. the GEC explore the possibility of embedding this requirement in a self-paced one-unit Credit/No Credit all-University course, in which students would be required to exercise the Credit by Challenge Examination option;
8. all programs, departments and/or colleges specify the computer competency learning objectives which will qualify their graduates as being computer competent in their respective fields, and further, specify how CIR objectives would be met by students in each major;
9. the GEC will regularly review the CCRs to be sure they reflect changing technology and University expectations.

The CBR (redubbed CCR as explained below) was implemented in AY 2002-03, and at the end of that year the GEC brought the following resolution to the Senate (May 7, 2003):

Background:

In 2001, the Academic Senate, upon recommendations of the General Education Committee (GEC), reformed the Computer Competency Requirement (CCR) to include two parts or levels: an entry-level Computer Basics Requirement, the CBR (later renamed the CCR for ease of administrative implementation) and a discipline-specific Computer Intensive Requirement, or CIR.

The first part of this new requirement was implemented in Fall, 2002 and is proceeding as planned, although some minor adjustments may need to be made as the number of students grows. This new CCR is in fact more comprehensive in coverage than the original CCR.

The second part of the requirement, the CIR, was designed to address the “expectations of computer-competent graduates of CSUSM” which “far exceed those expectations embodied in the [original] CCR;” expectations which “will vary depending on the program, department or college granting the degree.” In an attempt to implement the CIR, the General Education Committee, in the Spring of 2002, solicited information from programs, departments and colleges about how they intended to ensure that their graduates had more advanced, discipline-specific computer skills. However, the 2002-2003 General Education Committee determined that review of these proposals was outside of the jurisdiction of the GEC, as they involved specific degree programs and not General Education.

320 While the GEC supports the goal of enhancing the computer skills of all graduates at all levels, it does not
321 believe that a named, University-wide requirement, administered by the GEC, is an appropriate instrument
322 for achieving this goal. Therefore, be it
323

324 **RESOLVED**, that the CIR established by resolution of the Senate in 2001 be abolished, and also be it

325
326 **RESOLVED**, that the Program Assessment Committee be instructed to specifically address, in its reviews
327 of degree programs, how students in these programs are aided in the acquisition of advanced computer
328 skills relevant to the degree programs under review.
329

330

331 This passed with a key amendment. Here are the official Senate minutes:

332

333 [GEC Chair] Hamill indicated that about two years ago the CCR (Computer Competency Requirement)
334 was split into a Computer Basics Requirement (which ultimately retained the CCR moniker) and a
335 Computer Intensive Requirement (for those majors requiring a more intensive computer education). The
336 new CCR was successfully implemented this year. Thus far, 1,558 exams have been given, and 759
337 students have passed (49% pass rate). The GEC believes that the current CCR is more comprehensive than
338 the original and sufficient for GE purposes.
339

340 This year, the GEC set about implementing the CIR and began by contacting those departments which had
341 indicated a need for a more intensive education for their students. It became apparent, however, that while
342 some departments have courses which meet this need, other do not and will need to develop proposals. The
343 GEC believes that it is not within their purview to review such proposals, which relate to specific degree
344 programs and not General Education. The committee therefore proposes abolishing the CIR.
345

346 Discussion included (1) whether the new CCR is more rigorous and more comprehensive than the old
347 CCR; (2) increasing demands for advanced computer skills; (3) using other avenues to establish a CIR. A
348 friendly amendment was offered to amend the resolution thusly: "RESOLVED, that the CIR established by
349 resolution of the Senate in 2001 be ~~abolished~~ suspended and referred back to the Executive Committee."
350

351 The CIR was never referred back to GEC from the Executive Committee.

352

353 After the 2001 GEC Resolution on the Computer Competency Requirement was approved, the
354 CCR section in the catalog was substantially revised for the 2002-2004 General Catalog.

355 ***Computer Competency Requirement (CCR)***

356 An updated Computer Competency Requirement takes effect in the Fall 2002 semester. Students who have
357 already satisfied the previous requirement are exempt from the new CCR, which applies to all other
358 baccalaureate students, irrespective of major. The purpose of this requirement is to ensure that students become
359 competent in the basics of computer use early in their studies. The "basics" comprise the following areas:

- 360 • essential computing concepts and skills,
- 361 • browsing the internet and e-mail,
- 362 • basic word processing skills,
- 363 • basic spreadsheet skills, and
- 364 • virus detection and computer ethics.

365 The Computer Competency Requirement must be fulfilled in the first or second semester of attendance as a
366 matriculated student at Cal State San Marcos. After the second semester, registering for any further classes at
367 Cal State San Marcos will be restricted until the Computer Competency Requirement is fulfilled.

368 Students are strongly encouraged to attempt to fulfill the Computer Competency Requirement by passing the
369 CCR exam. There is no cost for taking the exam, and study materials are available for purchase at the

370 bookstore. The CCR exam tests students' competencies in the five areas listed above. Students pass the CCR
371 exam and fulfill the Computer Competency Requirement by achieving a passing score in each area. Students
372 may take the CCR exam multiple times until all of the modules are passed. Students only need to retake the
373 failed modules; once a module is passed, a student need not retake it. The CCR exam is offered over many
374 weekends (Friday – Sunday) throughout the year. Seating is offered on a first-come, first-served basis with
375 multiple testing times on exam days. The exam takes approximately two hours to complete. Exam schedules
376 and meeting places will be posted in Academic Hall 202 and on the CCR web site
377 www.csusm.edu/computer_labs/ccr.htm.

378 Transfer students may also satisfy the CCR by earning a C or better in an approved course taken at another
379 institution prior to matriculation at Cal State San Marcos. A list of approved courses at other institutions can be
380 found on the CCR web site www.csusm.edu/computer_labs/ccr.htm. In particular, the following courses at San
381 Diego County colleges meet the requirement:

382 Mesa, San Diego City, Miramar Community College: CISC 181
383 Palomar College: CIS 105, 120
384 MiraCosta Community College: CIS 100

385 An off-campus course taken more than two years before the student's first semester of attendance at Cal State
386 San Marcos cannot be used to satisfy the CCR.

387 If a student doesn't pass the exam (either in part or in its entirety) and wants instruction on the modules, he/she
388 may sign up for CS 100. Students who are certain that they cannot pass the CCR exam may register for CS 100
389 before attempting the CCR exam. This 1 unit, CR/NC course will provide instruction for each of the modules
390 on the CCR exam. Students pass the course by passing the CCR exam.

391 Any questions regarding the CCR should be directed to the Computer Competency Requirement Coordinator at
392 (760) 750-4788.

393 This formulation has lasted until now with the following changes:

- 394 • In the next catalog (2004-06), the parts about courses taken elsewhere ("Transfer may also
395 satisfy....cannot be used to satisfy the CCR") were excised. This was part of a GEC plan to phase
396 in enforcement of the prohibition on using external courses to satisfy the requirement.
- 397 • In the 2006-08 General Catalog, the "essential skills and concepts" module was removed from
398 the CCR "basics." The paragraph on CS 100 was rewritten to allow students to take CS 100
399 without having already failed some of the module exams, and to make explicit that students
400 could not earn credit if they had already passed the CCR exam. It dropped the sentence,
401 "Students pass the course by passing the CCR exam," but did not promise that passing CS 100
402 meant that the CCR had been met.
- 403 • In the 2008-2010 General Catalog, a sentence making it explicit that, effective with Fall 2009,
404 students could not use a course taken elsewhere to satisfy the CCR was added to arrive at the
405 current catalog statement. The GEC had originally sought to have this take effect in Fall 2008,
406 but agreed to postpone implementation for one year because the other NCHCA institutions had
407 not been given adequate notice that this part of the 2001 CCR resolution was going to be
408 enforced.

409
410 Below are the four sections of the exam and what is included:

- 411
- 412 1. Word processing: formatting a Word document, correcting spelling and grammar, inserting a reference
- 413 2. Spreadsheet: create formulas and a chart
- 414 3. Internet: see attached
- 415 4. Ethics and virus: see attached

Name: Your Name

ID: 000 00 0000

Date: xxx xx, 2007

(Use any search engine you wish to locate the answers)

A) (30 pts) The United States Congress.**Pick a State – not California – name the state and answer the following**

- a) Who is the Governor of the state?
- b) Who is the Speaker of the House in that state?
- c) What political party is in the majority in the legislature of that state?

B) (20 pts) Pick a year.

- a) What was the best selling fiction book (title and author) of that year in the United States?
- b) What other books has that author written?
- c) What was the best selling non-fiction book (title and author) of that year in the United States?
- d) What other books has that author written?

C) (50 pts) Internet: General Information (one URL for this entire section is acceptable)

- 1) What is the general rule regarding the use of information that was downloaded from the Internet?
- 2) What does a “spider” program do?
- 3) What is a homepage? Give an example.
- 4) Why would you use different search engines?
- 5) Is the Internet maintained and administered by the federal government?
- 6) Which of the following will return the largest number of “hits” from a search?
 - a) “Tiger” or “Woods”
 - b) “Tiger Woods”
 - c) “Tiger” not “Woods”
- 7) Web documents are created in what language?
- 8) Which part of the URL <http://www.prenhall.com/grauer/win2000/index.html> identifies the *network* of the Web site (server)?
- 9) What is Wikipedia?
- 10) What is considered the “best” search engine?

12. You can protect yourself from Phishing by ?
- Not responding to requests for account updates
 - Not opening any attachments to email
 - Getting good anti-virus software and keeping it up to date
 - Never sharing information with untrustworthy sites
 - All of the other answers are correct
13. A computer virus is ?
- Something that gets into your computer
 - Executable code that takes over the processing of your computer
 - Like a human virus
 - Data with bugs in it
 - None of the other answers are correct
14. Computer viruses will ?
- Take over your computer's (the host) internal processor
 - Disconnect the computer from the Internet
 - Track your computer purchases on the Internet
 - Trick a person into giving out their personal information
 - All of the other answers are correct
15. To protect your computer from viruses you should ?
- Install a firewall
 - Beware of attachments to emails
 - Beware of using a computer that is not your own
 - Get virus protection software and keep it up dated
 - All of the other answers are correct
16. What are the possible consequences of violation of the software copyright laws ?
- Up to one year in jail
 - Fines of up to \$50,000
 - Students might face expulsion from the University
 - Referral to the software copyright owner for civil and criminal proceedings
 - All of the other answers are correct
17. When you buy software you ?
- Own the software to do with as you see fit
 - Own that software for as long as it runs and you can install it anywhere
 - Are entering into a license agreement with the copyright owner
 - Own the software and can loan it to your friends if you wish
 - None of the other answers are correct

1 SAC - Student Absence from Class for University Events and Religious Observances
2 Policy & Procedure
3 Approved by SAC—November 19, 2009
4

5 **Definition:** Provides a means for students to request reasonable accommodations from instructors for
6 official university events and religious observances.
7

8 **Authority:** Academic Affairs
9

10 **Scope:** The Student Absence from Class for University Events and Religious Observances Policy applies to
11 students who are (1) members of teams, organizations, or classes officially recognized by the university or
12 (2) followers of organized religions. The policy provides a means for students to notify their instructors of
13 potential conflicts between class dates and required events, and for instructors to convey to students and
14 sponsoring organizations any concerns about the student's completion of course requirements.
15

16 **Policy:** CSUSM provides a fair opportunity for students to attend required courses in a manner that allows
17 them to participate in the requirements of their sponsored activities and religious beliefs.
18

19 **Procedures:**

20 I. Absence for Official University Events and Activities:

21 A. Official university events and activities such as fine arts performances, forensics, and other
22 academic competitions supported by the university require participation by students as official
23 members of groups. Responsibilities shall be as follows:

24 1. Sponsoring Departments or Programs: A sponsor of an official university event or
25 activity shall provide each student participant with a memorandum regarding specific
26 absences from classes (see Appendix A). The memorandum shall be given to the student's
27 instructors within the first week of classes. If scheduling changes occur, the sponsor shall
28 provide the student with a revised memorandum to be given to instructors.

29 2. Student Participants: Within the first week of classes, a student who expects to be part
30 of an official event shall notify the instructors of affected courses. At that time, the student
31 shall request accommodation for any missed examinations or other assignments. If
32 scheduling changes occur, the student shall immediately notify the instructors.

33 3. Instructors: When possible, the instructor shall reasonably accommodate the student's
34 required absence from class. An instructor who believes that the anticipated absences would
35 preclude successful completion of the course or would seriously affect the student's grade
36 shall inform the student and the sponsor, in writing, by the end of the second week of classes.
37

38 II. Absence for Religious Observances:

39 A. By the end of the first week of classes, students should notify instructors of affected courses
40 of planned absences for religious observances. Instructors shall reasonably accommodate students

41 who notify them in advance of planned absences for religious observances. An instructor who
42 believes that the anticipated absences would preclude successful completion of the course or would
43 seriously affect the student's grade shall inform the student and the department chair, in writing, by
44 the end of the second week of classes.

45
46 Appendix A: Letter from [Sponsoring Team, Organization, Class] to Instructors of Student Participants

47 [date]

48 Dear Instructor:

49 The student delivering this letter to you is on the official roster listed below of [Name of Team, Organization, or Class]. Also
50 included below is the university's official Student Absence from Class for University Events Policy. Please take a moment to
51 familiarize yourself with the policy and discuss with the student what options s/he has to make up assignments or activities s/he
52 might miss because of her/his involvement in this matter. Please refer to our schedule of competition/events included on the back.
53 If scheduled competitions/events change, you will be notified as soon as possible.

54 If you believe that the anticipated absences would preclude successful completion of the course or would seriously affect the
55 student's grade, please inform both the student and me by the end of the second week of classes. Email responses should be sent
56 to [name]@csusm.edu and the student. Should you have any questions about the student's participation in our activities, please
57 contact [name] at [email] or [extension].

58 Sincerely,

59
60 [Name of Faculty Sponsor]

61 [Name of Team/Organization/Class]

62 STUDENT'S NAME: _____

63
64 **Official Roster for [Sponsoring Group], [semester, year]**

- 65 1.
- 66 2.
- 67 3.
- 68 4.
- 69 5.
- 70 6. ...

71
72 **Student Absence from Class for University Events Policy**

73 [include Policy and Procedures section of Student Absence from Class for University Events Policy here]

74 **Schedule of Events**

75 [include scheduled events]

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**Resolution to Make
California State University San Marcos
a Smoke-Free Campus**

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Whereas, The Surgeon General has stated that tobacco use in any form presents a significant health hazard, and the United States Environmental Protection Agency and the California Environmental Protection Agency have determined that **there is no safe level for exposure to environmental tobacco smoke (ETS, aka second-hand smoke)**; and

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Whereas, ETS has been declared a toxic air contaminant and classified as a Class-A carcinogen by the State of California Air Resources Board; and

Whereas, Executive Order 599, the California Code of Regulations Title 5, Division 5, Section 42356, and the CSU Board of Trustees in its meeting on September 17-18, 2002 all gave authority to each CSU campus to establish its own policies with regard to tobacco use; and

Whereas, The current policy of restricting smoking to certain areas of campus actually requires already extraordinarily limited campus funds to be spent on signage, ash collection receptacles, enforcement, and leads to areas of campus that are, for all intents and purposes, inaccessible to those who wish not to be exposed to second-hand smoke; and

Whereas, The California Maritime Academy (a CSU campus), Palomar Community College, Point Loma Nazarene University, Grossmont-Cuyamaca Community College, and San Diego Mesa College have all banned smoking throughout their campuses; and

Whereas, CSUSM has an ethical obligation to safeguard the health of the entire campus community; now, therefore, so be it

Resolved, That the Academic Senate of California State University at San Marcos requests that President Karen Haynes considers banning smoking anywhere on the CSUSM campus, effective immediately, thereby creating a smoke-free learning and working environment for all.